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ABSTRACT

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in brick and block laying and masonry. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes content of the brick and block laying and masonry program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the brick and block laying and masonry curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

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PROGRAM GUIDE
FOR

BRICK AND BLOCK LAYING
8721200 (IN46.011200)

AND

MASONRY
BCT0400 (IN46.010200)

Prepared by

Department of Adult & Vocational Education
College of Education
University of South Florida
Tampa, Florida 33620

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Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education

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INDUSTRY REPRESENTATIVES

Jim Bird, Coloroc of Tampa

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Jack J. Galante, Northeast Florida AGC Chapter

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Stanley I. Hand, Florida Concrete & Products Association

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Jack Roebuck, Florida Mining & Materials Corporation

TEACHERS

John Berry, Ridge Vocational Technical Institute

Carl Coats, Leto Comprehensive High School

Henry Petersen, Erwin Area Vocational-Technical Center

Robert Quider, Atlantic Vocational Technical Institute

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INTRODUCTION

This Program Guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibilty of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The Legal Authority sections of the Guide relate to vocational education programs in general. The remaining sections relate specifically to the vocational education program course for which the Guide is designed.

Vocational education has evolved to meet the needs of students desiring to pursue a selected vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary vocational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that:

> When a student tranfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged ... to be equivalent to courses offered at the receiving institution.

This Program Guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

LEGAL AUTHORITY

Program Standards

Vocational education programs are established pursuant to Florida Statutes (hereafter F.S.) and enabling Administrative Rules adopted by the Florida State Board of Education (hereafter S.B.E.).

Section 233.0682 F.S.: State Board regulations states:

> The State Board of Education shall adopt regulations setting forth minimum requirements for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of educational output, with particular emphasis on job placement and satisfactory performance in employment.

This statute is administered by S.B.E. Administrative Rule 6A-6.21: Comprehensive Vocational Education Program; definition, which states, in part, that:

> the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the persons to be served.

For the purpose of defining the vocational education programs administered by community colleges within the state, the Division of Community Colleges has adopted S.B.E. 6A-14.34 to implement 240.355 F.S.: State Board of Education Rules, which authorizes "each community college district board of trustees to initiate and provide comprehensive vocational education programs." (NOTE: S.B.E. Rule 6A-14.34 is identical to S.B.E. Rule

6A-6.621 [see above], except that all S.B.E. Chapter 6A-14 rules refer to Division of Community College-sponsored programs, while S.B.E. Chapter 6A-6 rules refer to programs sponsored by the Division of Vocational, Adult, and Community Education.)

S.B.E. Rule 6A-6.571: Criteria for qualification of special vocational-technical education program courses provides for the annual publication of Vocational Education Program Courses Standards. These course standards for each vocational education program are approved by the Florida State Board of Education and published by the Division of Vocational, Adult, and Community Education.

The Program Course Standards provide program descriptions and statements of program objectives that must be adhered to by the school districts in offering vocational programs. The extent to which these Standards are adhered to forms the basis for program review and evaluation.

Special funding provisions for vocational programs are determined in relation to all other education programs under Section 236.081 F.S.: Funds for the operation of schools.

Program Planning

The Vocational Education Planning Process, published in 1980 by the Division of Vocational Education, outlines the procedures local education agencies should follow in developing and submitting their five-year and annual plans for the operation of vocational education programs.

The legal basis for program planning is found in Section 229.55 F.S.: Educational Accountability Act of 1976, and 299.555 F.S.: Educational planning and information systems. These statutes address various aspects of the process of planning effective instructional programs at each level—

from the local school district to the state level. These Florida Statutes are implemented by S.B.E. 6A-6.67: Coordinating Council for vocational education, adult general education, and community instructional services, S.B.E 6A-6.70: Direct job-related vocational offerings required for each school district, and S.B.E. 6A-6.71: Student services.

School districts are encouraged to utilize the resources and support of business, industry, and the community in planning vocational programs. A portion of S.B.E. Rule 6A-6.67, which has particular implications for planning for specific vocational programs in specific schools, follows:

> The responsibilities of the [coordinating] council shall be to review the total vocational education, adult general education, and community instructional services program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

(S.B.E. Rule 6A-14.37 addresses this topic in identical language for community college programs.)

Program Structure

The legal basis for Florida's comprehensive vocational education structure may be found in S.B.E. Rules 6A-6.621 and 6A-14.34: Comprehensive vocational education, definition; 6A-6.63 and 6A-14.343: Scope of vocational education; 6A-6.64 and 6A-14.344: Types of vocational education courses and activities; and 6A-6.65 and 6A-14.345: Instructional components of vocational education.

Perhaps the legal basis for Florida's comprehensive vocational program is stated best in S.B.E. Rules 6A-6.65 and 6A-14.345. These rules define the components of vocational education instruction, beginning with introduction to the world of work in grades 1-6; exploratory experiences in grades 7-9; job-related experiences and prevocational training instruction

in grades 10-12; and adult-level training and retraining programs. Special needs of disadvantaged and handicapped individuals at all levels—grade 1 through adults—are considered and provided for. Based upon these rules, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the nation.

Program Development

Vocational program development is geared to meet the needs of Florida's employers and students. The vocational planning process incorporates information from business and industry, including data on employers' needs and on emerging trends and changes in technological processes. Legal basis is provided by S.B.E. Rules 6A-6.64 and 6A-14.344, both entitled Types of vocational education courses and activities, for the development of the many vocational courses and programs that must be offered to meet the needs of employers and students. These rules will be amended in the future to bring them more into conformity with 1983 legislation.

Section 228.041 F.S. defines vocational education as follows:

> (22) "Vocational education" is defined as meaning that instruction not leading to a baccalaureate degree, either graded or ungraded, listed below:
>
> (a) Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;
>
> (b) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

(c) Supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation; or

(d) Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into specific occupations. Such courses may include, but may not be limited to, typing, industrial arts, and home economics.

Program development is based largely on identifying and meeting the requirements of employers and credentialling agencies. Significant input is sought from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry and instructional, supervisory, and administrative personnel. The Division of Vocational, Adult, and Community Education, the school districts, and community colleges work together to develop programs with objectives that are consistent with employers' requirements.

Educational standards are established for program development. Using these standards as guides and guidelines, effective programs are developed that meet the goals of vocational education, particularly the major goal of preparing students for entry-level employment. These standards are grouped into three categories: input, process, and product. First, standards of input govern requirements for teachers, facilities, and materials. Second, standards of process help determine requirements for instruction, curriculum selection, placement, and evaluation. And third, standards of product are determined by the number and degree of competencies students achieve and by the placement of trained students in jobs.

Program Review and Evaluation

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas in which program improvement can be implemented most effectively.

The legal basis for program review is found in Chapter 229.565 F.S. Educational evaluation procedures. Section (3)(e) of that statute requires the Commissioner of Education to periodically examine and evaluate "the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness."

The term "special programs," as used here, includes vocational programs. In turn, under S.B.E. Rule 6A-1.453: Educational program audits, the Commissioner directs the Division to examine and evaluate vocational programs.

S.B.E. Rule 6A-1.453 provides for periodic audits of both the accounts and programs of each school district. It states in part that the Division shall be responsible for examination of vocational education programs to:

a. Determine compliance with law and criteria established by rules of the State Board;

b. Ensure that individual courses use instructional objectives which are consistent with the criteria for qualification of individual courses as outlined in the publications titled, "Vocational Education Program Courses Standards," Rule 6A-6.571, FAC; and

c. Determine that the capability exists in the instructional setting to accomplish the course objectives.

Under this same rule, the Division also is responsible for: "Examination of adult and community education programs to determine compliance with law and criteria established by rules of the State Board" and "determination of the existence and comprehensiveness of the criteria

based on district goals, by which the school district evaluates vocational education and adult general education programs."

The Vocational Education Program Courses Standards (and the new Curriculum Frameworks) provide program descriptions and objectives that may be used as criteria against which the program may be reviewed and evaluated. Basically, program review consists of a self-study by the staff of the program to be reviewed, a visitation and review by a Division staff member, a final report outlining areas of strengths and weaknesses, and a plan for strengthening weaknesses and/or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

Program Advisory Committees

Program advisory committees are mandated by federal (Public Law 90-576) as well as state regulations. A single State Advisory Council is provided for in S.B.E. Rule 6A-6.75: Advisory Council for Vocational Education. Committees for individual programs are covered under S.B.E. Rule 6A-6.74: Duties and responsibilities, which states that the director of the Division of Vocational, Adult, and Community Education shall "direct the work of the Division to insure the greatest possible coordination, efficiency and effectiveness in vocational and technical education in the state." The Division encourages program advisory committees as a means of fulfilling this mandate.

The Division utilizes a number of advisory committees in addition to those required by law. Each program area—Agribusiness and Natural Resources, Business, Diversified Occupations, Health Occupations, Home Economics, Industrial, Marketing and Distributive, and Public Service

Education—has a corresponding state advisory committee. Also, many general advisory committees have been formed to deal with special programs and problems.

Several advisory committees assist school districts and community colleges with vocational program planning and operation. The legal basis for such use of advisory committees may be found in S.B.E. Rules 6A-6.68 and 6A-14.38, both entitled Business and industrial community support. These rules state that school boards and boards of trustees at all levels should take positive steps (which are enumerated) to establish two-way communications and mutual responsiveness between their institution's vocational education program system and the surrounding business and industrial community.

These rules are responsive to the fact that in program development, implementation, and evaluation it is especially important that advisory committees be effectively utilized at the state and local levels. Community resources are an important part of vocational program development.

DESCRIPTION OF THE OCCUPATION

This Competency Based Program Guide provides course content information and procedures for secondary, postsecondary vocational schools, and community colleges, conducting programs in the occupational area of Brick and Block Laying and Masonry.

The Federal Dictionary of Occupational (D.O.T.) Job Titles identifies this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Bricklayer	(861.381-014)
Stonemason	(861.381-038)
Bricklayer Helper	(861.687-010)
Construction Worker I	(869.664-014)

The definition (description) for each of these job titles is abstracted from the D.O.T. for easy reference.

Bricklayer (861.381-014)
Repairs and rebuilds tunnel, periodic, and shuttle kilns used to burn tile, brick, and sewer pipe: Examines kilns after burning cycles to determine need for repair. Lays firebrick to construct casing walls, flues, feather walls, and burner wickets, using mortar, trowels, plumbobs, hammers, and brick. Spreads plastic refractories over exposed brickwork to protect against deterioration by heat. Lays brick flooring in periodic kilns.

Stonemason (861.381-038)

Sets stone to build stone sructures, such as piers, walls, and abutments, or lays walks, curbstones, or special types of masonry, such as alberene (acid-resistant soapstone for vats, tanks, and floors), using mason's tools: Shapes stone preparatory to setting, using chisel, hammer, and other shaping tools. Spreads mortar over stone and foundation with trowel and sets stone in place by hand or with aid of crane. Alines stone with plumbline and finishes joints between stone with pointing trowel. May spread mortar along mortar guides to insure joints of uniform thickness. May clean surface of finished wall to remove mortar, using muriatic acid and brush.

Bricklayer Helper (861.687-010)

Performs any combination of the following duties to assist Bricklayer in repairing and rebuilding furnaces, ovens, ladles, and similar structures: Removes burned and damaged brick and cleans surfaces of settings, using bars, hammers, chisels, and wire brush. Sweeps and removes refuse from casings. Conveys tools and materials to worksite. May mix mortar, using powered mixer.

Construction Worker I (869.664-014)

Performs any combination of following duties on construction projects, usually working in utility capacity, by transferring from one task to another where demands require worker with varied experience and ability to work without close supervision: Measures distances from grade stakes, drives stakes, and stretches tight line. Bolts, nails, alines, and blocks

up under forms. Signals operators of construction equipment to facilitate alinement, movement, and adjustment of machinery to conform to grade specifications. Levels earth to fine grade specifications, using pick and shovel. Mixes concrete, using portable mixer. Smooths and finishes freshly poured cement or concrete, using float, trowel, or screed. Positions, joins, alines, and seals pipe sections. Erects scaffolding, shoring, and braces. Mops, brushes, or spreads paints or bituminous compounds over surfaces for protection. Sprays materials such as water, sand, steam, vinyl, paint, or stucco through hose to clean, coat, or seal surfaces. Applies calking compounds by hand or with calking gun to seal crevices. Grinds, sands, or polishes surfaces, such as concrete, marble, terrazzo, or wood flooring, using abrasive tools or machines. Performs variety of tasks involving dextrous use of hands and tools, such as demolishing buildings, sawing lumber, dismantling forms, removing projections from concrete, mounting pipe hangers, and cutting and attaching insulating material.

PROGRAM STANDARDS DESCRIPTION

INTRODUCTION

The Division of Vocational, Adult, and Community Education, Florida State Board of Education, is required by S.B.E. Rule 6A-6.571, to publish VOCATIONAL EDUCATION PROGRAM COURSE STANDARDS annually. The first such standards were published in 1985 and consisted of brief 1-2 page documents called CURRICULUM FRAMEWORKS. These Frameworks contained very brief statements of program objectives and course standards.

Curriculum Frameworks are included in this section of the Program Guide, and contain revised information based on the industry validated competency list. Along with the Curriculum Frameworks are detailed lists of performance objectives called STUDENT PERFORMANCE STANDARDS. The Student Performance Standards are basically performance objective statements for each item on the competency list.

—CAREER MAP COMPETENCY LIST

The Career MAP Competency List was developed by an Industry Advisory Committee and serves as the basis for the Career MAP. This Competency List has been validated by the Industry Representatives and reviewed by Educational Representatives noted in the acknowledgements section of this guide. The list relects the entire range of job tasks performed by employees in industry related jobs. It may include more tasks than is normally taught in a vocational program at any one particular school level and will require that instructors and administrators determine which

specialty areas and tasks are appropriate for their program.

—CURRICULUM FRAMEWORKS

The Curriculum Framework specifies the course title and course number, applicable level, major course concepts, and intended outcomes. The intended outcomes section has been correlated with the competency list to include only those performance areas applicable to the course level and purpose.

—STUDENT PERFORMANCE STANDARDS

The Student Performance Standards are abstracted from the Career MAP Competency List, and corresponds to the Curriculum Framework. Student Performance Standards list the detailed performance objectives that support the intended outcomes identified in the Curriculum Frameworks.

—PROGRAM ARTICULATION

Vocational programs that teach the same subject at high schools, vocational technical schools, and community colleges should be structured to eliminate unnecessary retraining of students who have mastered competencies at a lower school level. This coordination of programs at different school levels is referred to as ARTICULATION. Specifically -ARTICULATION- is an arrangement between secondary and vocational-technical centers, and community colleges, which would allow a student who completed a secondary vocational program to enter an area vocational-technical center or community college and receive credit for the secondary vocational program and be placed in the higher level program at an advanced level. It would also allow a student who completed a vocational program in an area vocational-technical center to

enter a community college program and receive credit for the area vocational-technical center program and be placed in the higher level program at an advanced level.

ARTICULATION in this manner will require vocational teachers to interview each student entering a postsecondary level program and determine what competencies have been previously mastered. The teacher may have to utilize the Career MAP, if available, or some type of pre-test or performance evaluation to verify that the student is in fact still competent in the appropriate tasks. Teachers of postsecondary programs will often have two or more course tracks operating simultaneously, one for those students with no prior experience, and one or more individualized or small group tracks for students with various levels of prior experience.

—CAREER MAP UTILIZATION

I. Career MAP Definition:

A Career Merit Achievement Plan (Career MAP) is a matrix of vocational competencies that is designed for individual students to record the skills they have mastered in school or industry. The MAPs primarily list performance competencies, although some cognitive competencies are included. Career MAPs contain blocks in which each individual task is listed and includes a line for the instructor to sign, indicating that the student has become competent in the performance of the task. Career Maps are published and distributed separately from the Program Guide.

II. Purpose of Career MAPs:

Career MAPs are being developed for each Industrial Education program in the State of Florida as a means to document student activity and performance and to communicate that activity to employers. The MAPs, showing what a student has already mastered, could also be used by the student when transfering to another school system or a higher level program, to integrate the student into those training programs at the student's level of competence. This is particularly important when entering competency based programs using "open entry-open exit" methodology, or when entering an on-the-job industrial training course. Many companies require employees to periodically attend skill upgrade and crosstraining courses and attend short courses for new equipment and process familiarization. The Career MAP can also be used by employees to record their achievement in industry sponsored training activity, so the MAP becomes an individuals lifetime record of technical competency.

III. Recommended Utilization of Career MAPs:

A. Teachers in Florida Industrial Education and other Vocational related programs should provide every student they teach, a Career MAP to record the student's mastery of each competency completed in the course. Teachers should ensure that the use of Career MAPs are explained to students and should ensure that the students take their Career MAPs with them when they leave the course.

B. Students should use Career MAPs as a record of their technical competence as they progress from high school courses and/or

through vocational technical schools, or through community colleges and on into industrial training programs provided by employers. Students pursuing vocational technical careers should use the Career MAP as an overall record of their entire career achievement, maintaining other individual certificates of course completion as supporting documents for Career MAPs.

IV. Career Map Development:

Draft lists of competencies were developed by Industrial Advisory committees under a project administered by the Univerisity of South Florida and funded by the Vocational Division of the State Department of Education. These lists were then reviewed, revised, and validated by craft advisory committees throughout Florida. Committees of teachers as well as industry experts then reviewed the lists. Finally, after Competency Lists were approved by both industry and educational advisors the lists were typeset in a matrix format and printed by the Department of Education. The developers of the MAPs had access to any V-TECS catalogs or Student Performance Standards that were applicable. If objectives were judged relevant they were included but sometimes in different wording. Some competencies listed on the MAP may actually encompass several objectives from other sources or might even be considered as subskills to V-TECS. Career MAPs list competencies that could be learned either in school or after a person has been on the job. Career MAPs, as the words suggest, map the competencies achieved by a person through school training and job experiences.

V. Career MAP's use with Program Guides and Standards:

Course/Program Standards have traditionally been used in the Program Review process and will continue to be used. The Career MAPs do not replace Course/Program Standards. MAPs usually contain competencies beyond those required at the job-entry level. Future editing of Course/Program Standards will more than likely reflect the wording of many of the competencies in the Career MAPs.

Program Guides will be developed for all vocational programs having validated MAPs. The Guide brings together into one document the critical components necessary to initiate or update an existing program. Included in the Program Guide are the MAP competencies, the Program Standards, and guidelines for curriculum development, use of local craft advisory committees, facilities planning, etc.

Career MAPs are intended to facilitate articulation and communication regarding specific vocational programs. The Career MAP is a baseline document for planning and can be used for a variety of purposes: student counseling; curriculum planning; teacher recruitment, and selection; teacher and program updating; facility layout and design; equipment requirement planning; student evaluation; program improvement; and for discussions with craft advisory committees.

Career MAPs can be used to profile the competencies to be mastered for one or more Dictionary of Occupational Titles (DOT) occupations within the major occupational area. Career MAPs reflect state-of-the-art technology for the occupational area and accommodate

competency mastery in an industrial setting through cooperative or internship arrangements. Some advanced competencies included on the MAPs are desirable but not necessary for initial employment and may be learned later as supplemental training. Teachers can acquire class sets of the MAPs and use them daily with students from the first day of instruction, or, after keeping separate records of students' mastery of competencies, teachers can transfer these to the MAP just before students exit from the program. Students can request future employers to authenticate additional competencies as they master them on the job.

VI. Obtaining Additional MAPs:

Contact the Industrial Education Regional Consultant or the DVE Regional Office to order MAPs. Entire class sets are available for teacher use. Teachers or users outside the targeted population may purchase sets for a nominal cost-recovery fee. For additional information or training in the use of the Career MAPs contact the Regional Consultant or:

Dissemination and Diffusion Section
Division of Vocational Adult
& Community Education
Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-0405 or Suncom 278-0405

VALIDATED LIST OF COMPETENCIES

BRICK AND BLOCK LAYING

and

MASONRY

November 25, 1985

Listed below are competencies that each Bricklayer, Concrete Worker, and Brick Mason should possess to be a productive beginning worker in this occupation. The numbers to the right of each competency represent the specialization areas indicated below. If a number appears to the right of a competency, that competency is considered essential to the specialization area.

Number	Specialization
1	Bricklayer (861.381-018)
2	Stonemason (861.381-038)
3	Bricklayer Helper (861.381-022)
4	Construction Worker I (869.664-014)

01.0 BASIC MASONRY SKILLS

100 Industry Orientation

101	Trace the history of the Masonry Industry (P)	1 2 3 4
102	Explain the importance of the construction industry to the local, state, & national economy (C)	1 2 3 4
103	Identify available employment opportunities (C)	1 2 3 4
104	Explain three factors involved in good workmanship (C)	1 2 3 4

200 Safety

201	List personal safety rules (P)	1 2 3 4
202	List general job safety rules (P)	1 2 3 4
203	Demonstrate the correct way to lift heavy objects (P)	1 2 3 4
204	Explain the purpose of the OSHA act (C)	1 2 3 4
205	Qualify in applied basic first-aid procedures (P)	1 2 3 4

300 Applied Math Skills

301	Calculate area & volume problems (P)	1 2 3 4
302	Estimate materials needed for a specific job (P)	1 2 3 4
303	Solve estimating problems (P)	1 2 3 4
304	Solve basic ratio & proportion problems (P)	1 2 3 4

400 Hand Tools

401	Identify hand tools (P)	1 2 3 4
402	Distinguish between modular rule & brick spacing rule (C)	1 2 3 4
403	List factors to consider when selecting a brick trowel (P)	1 2 3 4
404	List basic rules concerning care of hand tools (P)	1 2 3 4
405	List basic rules concerning safe use of hand tools (P)	1 2 3 4
406	Demonstrate the proper use of hand tools (P)	1 2 3 4

500 Power Tools

501	Identify power tools (C)	1 2 3 4
502	List safety rules for operating a masonry saw (P)	1 2 3 4
503	Cut masonry units using a table saw with an abrasive blade (P)	1 2 3 4
504	Cut masonry units using a table saw with a diamond blade (P)	1 2 3 4
505	Set up & operate power tools safely (P)	1 2 3 4

600 Blueprint Reading

601	Identify types of drawings (C)	1 2 3 4
602	Identify symbols (C)	1 2 3 4
603	List items found in a set of masonry symbols (P)	1 2 3 4
604	List items on a detail drawing (P)	1 2 3 4

605	Demonstrate the ability to use an architect's scale by scaling a drawing (P)	1 2 3 4
606	Explain the difference between a plan view, an elevation, & a section on blueprints (C)	1 2 3 4
607	Interpret a set of specifications (C)	1 2 3 4
608	Demonstrate the ability to read & interpret a simple blueprint (P)	1 2 3 4
609	Interpret a finish schedule (C)	1 2 3 4
610	Read & interpret local building codes & national standards (P)	1 2 3 4

700 Welding & Cutting

701	Identify the parts of an oxyacetylene cutting outfit (C)	1 2 3 4
702	Identify types of oxyacetylene cutting flames (C)	1 2 3 4
703	List reasons for poor cuts (P)	1 2 3 4
704	List reasons for backfires (P)	1 2 3 4
705	Arrange, in order, steps to follow in case of flashback (P)	1 2 3 4
706	Set up equipment for oxyacetylene cutting (P)	1 2 3 4
707	Turn on, light, adjust to a neutral flame, & turn off oxyacetylene cutting equipment (P)	1 2 3 4
708	Make a 90° cut in mild steel, & restart a cut (P)	1 2 3 4
709	Cut round stock (P)	1 2 3 4
710	List types of arc welders (P)	1 2 3 4
711	List types of electrodes (P)	1 2 3 4
712	List sizes of electrodes (P)	1 2 3 4

713 List factors to consider when selecting electrodes (P) 1 2 3 4

714 Identify the steps of the welding process (C) 1 2 3 4

715 Identify the kinds of welds (C) 1 2 3 4

716 Identify the types of weld joints (C) 1 2 3 4

717 List safety precautions pertaining to welding (P) 1 2 3 4

718 Demonstrate ability to use two methods to strike an arc (P) 1 2 3 4

719 Start, stop, & restart a bead (P) 1 2 3 4

720 Construct a pad weld (P) 1 2 3 4

721 Construct a butt weld (P) 1 2 3 4

02.0 MATERIALS & MORTAR

100 Materials

101 Identify 5 types of clay/brick used in the local area (C) 1 2 3 4

102 Identify 5 types of Concrete Masonry Units (CMU) used in the local area (C) 1 2 3 4

103 Identify 5 types of natural stone used in the local area (C) 1 2 3 4

104 Identify concrete precast units (i.e., sills & lintels) (C) 1 2 3 4

105 Identify masonry accessories used in the local area (i.e., wall ties, & wall reinforcement) (C) 1 2 3 4

106 Label the parts of a brick (P) 1 2 3 4

107 Distinguish between modular & nonmodular brick (C) 1 2 3 4

108 Identify brick positioning in a wall (C) 1 2 3 4

109 Identify shapes of concrete masonry units (C) 1 2 3 4

110 List the kinds of sills & lintels (P) 1 2 3 4

111 List the types of cut stone (P) 1 2 3 4

112 List principal uses of refractory brick (P) 1 2 3 4

113 Identify types of kilns used in brick manufacturing (C) 1 2 3 4

114 Identify steps used in brick manufacturing (C) 1 2 3 4

115 Describe procedures used to manufacture concrete block (C) 1 2 3 4

200 Mortar

201 Identify mortar by components (aggregate, cementacious materials, & additives) (C) 1 2 3 4

202 Identify types of mortar (M, N, S, & O) & proportioning (C) 1 2 3 4

203 Identify colored mortars (admix & factory blended) (C) 1 2 3 4

204 Identify types & purposes of grouts for reinforced to nonreinforced masonry (C) 1 2 3 4

03.0 CONSTRUCTION PRACTICES/TECHNIQUES

100 Layout of Structures

101 Identify methods of layout (C) 1 2 3 4

102 Identify types of bonds (C) 1 2 3 4

103 Identify load-bearing & nonload-bearing walls (C) 1 2 3 4

104 List types of reinforced masonry (P) 1 2 3 4

105 Identify types of through-wall bonding (C) 1 2 3 4

106	Identify types of flashing (C)	1 2 3 4
107	Identify types of leads (C)	1 2 3 4
108	Identify types of tooling (C)	1 2 3 4
109	Establish a building layout (P)	1 2 3 4
110	Use a transit to establish level (P)	1 2 3 4
111	Erect batter boards & locate a building line (P)	1 2 3 4
112	Square boarding using a 6-8-10 rule (P)	1 2 3 4
113	Make a story pole (P)	1 2 3 4
114	Identify measuring tools (C)	1 2 3 4
115	List uses of modular & spacing rules (P)	1 2 3 4
116	Identify symbols & abbreviations (C)	1 2 3 4
117	List items found in a set of masonry symbols (P)	1 2 3 4
118	List items on a detail drawing (P)	1 2 3 4
119	Scale a drawing using an architect's scale (P)	1 2 3 4
120	Read & interpret a simple blueprint (P)	1 2 3 4
121	Interpret a finish schedule (C)	1 2 3 4
122	Identify types of levels (C)	1 2 3 4
123	Identify types of self-reading rods (C)	1 2 3 4
124	List common errors contributing to incorrect measurements (P)	1 2 3 4
125	Identify hand motions used by an instrument person (C)	1 2 3 4
126	Read self-reading rod (P)	1 2 3 4
127	Set up & adjust a builder's level (P)	1 2 3 4

200 Foundations

201	Lay out footings (P)	1 2 3 4
202	Place rebar (P)	1 2 3 4
203	Place & rough-finish concrete (P)	1 2 3 4
204	Lay out & establish grades for a foundation (P)	1 2 3 4
205	Establish corners & lay out concrete block according to a specific bonding plan (P)	1 2 3 4
206	Lay a foundation wall to joist & brick shelf height (P)	1 2 3 4
207	Waterproof a foundation wall (P)	1 2 3 4
208	Install flashing, anchor bolts, termite shielding, & weep holes (P)	1 2 3 4

300 Mixing Materials

301	Identify the tools & equipment used for mixing mortar (C)	1 2 3 4
302	List the factors affecting consistency of mortar (P)	1 2 3 4
303	List common ratios of mortar mixtures (P)	1 2 3 4
304	Mix types of mortar (M, N, S, & O) mechanically and by hand (P)	1 2 3 4
305	Retemper mortar (P)	1 2 3 4
306	Mix tuck-pointing mortar (P)	1 2 3 4
307	Blend brick according to color range (P)	1 2 3 4

400 Spreading Mortar & Laying Brick & Block

401	Demonstrate the correct way to hold a trowel (P)	1 2 3 4
402	Demonstrate the ability to manipulate a trowel (P)	1 2 3 4
403	Select the proper trowel for laying brick (P)	1 2 3 4
404	Demonstrate the cupping method of picking up mortar for brick (P)	1 2 3 4
405	Identify methods of picking up mortar from the mortar board (C)	1 2 3 4
406	Identify the direction of travel when placing mortar while laying brick (C)	1 2 3 4
407	Identify types of bedding (C)	1 2 3 4
408	Demonstrate the pick & dip method for laying brick (P)	1 2 3 4
409	Demonstrate the method for spreading mortar for brick (P)	1 2 3 4
410	Demonstrate different styles of cross-head joints (P)	1 2 3 4
411	Spread mortar on a 2 x 2 for brick (P)	1 2 3 4
412	Identify methods of putting up the line (C)	1 2 3 4
413	Lay brick to the line with established leads (P)	1 2 3 4
414	Build a 90° brick lead (P)	1 2 3 4
415	Select the proper trowel for laying block (P)	1 2 3 4
416	Demonstrate the method for picking up mortar for block (P)	1 2 3 4
417	Demonstrate the method for face-shell spreading of mortar for block (P)	1 2 3 4
418	Spread mortar on a 2 x 4 for block (P)	1 2 3 4
419	Lay block to the line with an established lead (P)	1 2 3 4
420	Build a 90° block lead (P)	1 2 3 4

500 Laying Out the Bond

501	Lay out the first two courses for bonding (P)	1 2 3 4
502	Lay out using English cross bond (P)	1 2 3 4
503	Lay out using Flemish bond (P)	1 2 3 4
504	Lay out using Dutch cross bond (P)	1 2 3 4
505	Lay out using 1/3 bond (P)	1 2 3 4
506	Lay out using stack bond (P)	1 2 3 4
507	Lay out using running bond (P)	1 2 3 4
508	Lay out using common bond (P)	1 2 3 4
509	Demonstrate ability to lay brick in soldier position (P)	1 2 3 4
510	Demonstrate ability to lay brick in header position (P)	1 2 3 4
511	Demonstrate ability to lay brick in rowlock position (P)	1 2 3 4
512	Demonstrate ability to lay brick in sailor position (P)	1 2 3 4

600 Flashing

601	Identify types of flashing (C)	1 2 3 4
602	Install a base through a wall cavity wall flashing (P)	1 2 3 4
603	Install brick veneer base flashing (P)	1 2 3 4
604	Install flashing in reglet (P)	1 2 3 4
605	Install flashing for sills & heads of openings (P)	1 2 3 4

700 Wall Reinforcing & Ties

701	Identify four types of joint reinforcement used locally (C)	1 2 3 4

702	Install truss or ladder-wall reinforcing (P)	1 2 3 4
703	Install dovetail anchors, adjustable wall ties, & corrugated veneer ties (P)	1 2 3 4
704	Identify methods of layout (C)	1 2 3 4
705	Identify types of bonds (C)	1 2 3 4
706	Identify load-bearing & nonload-bearing walls (C)	1 2 3 4
707	List types of reinforced masonry (P)	1 2 3 4
708	List factors to consider when building a cavity wall (P)	1 2 3 4
709	Identify types of through-wall bonding (C)	1 2 3 4
710	List types of reinforcement (P)	1 2 3 4

800 Tooling & Pointing

801	Tool concave joints (P)	1 2 3 4
802	Tool rake joints (P)	1 2 3 4
803	Tool weather joints (P)	1 2 3 4
804	Tool V-jointer joints (P)	1 2 3 4
805	Tool grapevine joints (P)	1 2 3 4
806	Tool struck joints (P)	1 2 3 4
807	Cut/rough joints (P)	1 2 3 4
808	Tuck-point a wall (P)	1 2 3 4
809	Brush & touch-up a wall (P)	1 2 3 4

900 Scaffolding

901	Erect & inspect scaffolding in accordance with OSHA standards (P)	1 2 3 4

04.0 BRICK/MASONRY WALLS

001	Set up the job (P)	1 2 3 4
002	Arrange masonry materials for efficient use (P)	1 2 3 4
003	Place mortar pans properly (P)	1 2 3 4
004	Temper or shake up mortar with proper shovels (P)	1 2 3 4
005	Lay out the structure (P)	1 2 3 4
006	Lay out the bond (P)	1 2 3 4
007	Establish corners & leads (P)	1 2 3 4
008	Pull the line (P)	1 2 3 4
009	Lay the specified masonry materials to job plan (P)	1 2 3 4

05.0 CONSTRUCTION DETAILS

001	Identify 5 types of arches (flat, jack, Gothic, semi-circle, Corinthian) (C)	1 2 3 4
002	List purposes of arches (P)	1 2 3 4
003	Identify types of paving (C)	1 2 3 4
004	Identify types of paving patterns (C)	1 2 3 4

005	List purposes of masonry paving (P)	1 2 3 4
006	Identify types of precast panels (C)	1 2 3 4
007	List purposes of grouting (P)	1 2 3 4
008	Construct paving using a given plan (P)	1 2 3 4
009	Construct a column using a given plan (P)	1 2 3 4
010	Construct a pier using a given plan (P)	1 2 3 4
011	Lay out & construct arches from given plans (P)	1 2 3 4
012	Identify types of fireplaces (C)	1 2 3 4
013	List factors to consider when constructing fireplaces & chimneys (P)	1 2 3 4
014	List characteristics of firebrick (P)	1 2 3 4
015	Distinguish between firebrick mortar & brick mortar (C)	1 2 3 4
016	Demonstrate the ability to butter firebrick (P)	1 2 3 4
017	Construct a firebox (P)	1 2 3 4
018	Construct a fireplace (P)	1 2 3 4
019	Identify the components of fireplaces & chimneys (C)	1 2 3 4
020	Lay out & construct a fireplace & chimney to given plans (P)	1 2 3 4
021	Lay out a wall section using glass block or other new local materials (P)	1 2 3 4

06.0 CLEANING

001	List reasons for cleaning (P)	1 2 3 4
002	Identify cleaning equipment (C)	1 2 3 4
003	List types of cleaning material (P)	1 2 3 4

004	Identify pointing tools (C)	1 2 3 4
005	Point new work (P)	1 2 3 4
006	Point old work (P)	1 2 3 4
007	List reasons for caulking (P)	1 2 3 4
008	Match types of caulking to specific uses (P)	1 2 3 4
009	Identify caulking tools (C)	1 2 3 4
010	Caulk expansion joints (P)	1 2 3 4
011	List safety precautions to follow when cleaning (P)	1 2 3 4
012	Identify 5 methods of wall cleaning (C)	1 2 3 4
013	Prepare cleaning solution (P)	1 2 3 4
014	Prepare the wall (P)	1 2 3 4
015	Wash the wall (P)	1 2 3 4

07.0 PRODUCTIVITY SKILLS

100 Brick Laying Productivity Levels (Student will be rated at one or more levels)

* 101	Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 100-200 (P)	1 2
* 102	Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 200-300 (P)	1 2

* 103 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 300-400 (P) 1 2

* 104 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 400-500 (P) 1 2

* 105 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 500-600 (P) 1 2

* 106 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 600-700 (P) 1 2

* 107 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 700-800 (P) 1 2

* 108 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of over 800 (P) 1 2

200 Block Laying Productivity Levels (Student will be rated at one or more levels)

* 201 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 50-100 (P) 1 2

* 202 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 100-150 (P) 1 2

* 203 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 150-200 (P) 1 2

* 204 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 200-250 (P) 1 2

* 205 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 250-300 (P) 1 2

* 206 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 300-350 (P) 1 2

* 207 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 350-400 (P) 1 2

* 208 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of over 400 (P) 1 2

08.0 EMPLOYABILITY SKILLS

001	List sources of job openings other than public or private employment agencies (P)	1 2 3 4
002	Write a letter of application for job (P)	1 2 3 4
003	Prepare a resume or personal fact sheet (P)	1 2 3 4
004	List factors to consider when applying for a job (P)	1 2 3 4
005	List ways of making contact with employers (P)	1 2 3 4
006	Identify documents which may be required when applying for a job interview (C)	1 2 3 4
007	Complete a job application form correctly (P)	1 2 3 4
008	Identify appropriate dress & grooming for a job interview (C)	1 2 3 4
009	Classify behaviors considered to be appropriate in a job interview situation (C)	1 2 3 4
010	Describe the advantages to the employer & employee of being a productive worker (C)	1 2 3 4
011	Explain the purpose of supervision, self-discipline, & performance (C)	1 2 3 4
012	Identify appropriate response(s) to criticism from employer, supervisor, or other employees (C)	1 2 3 4
013	List consequences of frequently being absent from the job (P)	1 2 3 4
014	List consequences of frequently arriving late for work (P)	1 2 3 4
015	List factors to consider when resigning from a job (P)	1 2 3 4
016	Write a letter of resignation (P)	1 2 3 4

KEY

(C) Cognitive

(P) Performance

* These competencies should be included in the list for the Masonry program ONLY.

DRAFT RECOMMENDATIONS AS OF 1/1/86

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1986

PROGRAM TITLE: Brick and Block Laying

CODE NUMBER: Secondary 8721200 Postsecondary _____

Florida CIP IN46.011200

SECONDARY SCHOOL CREDITS 6 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational X Other (10-12, 21)

CERTIFICATION COVERAGE: TEC CONSTR @ 7 TROWEL TR 7 BLDG CONST @ 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as Bricklayer Helpers (861.381-022) or as a Construction Worker I (869.664-014).

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, orientation to the industry, blueprint reading and specifications, related mathematics, properties and characteristics of brick, and trade terms.

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program and provide instruction in use and care of tools

and equipment used in masonry to lay brick and block when constructing buildings and building components.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is an appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal.

In accordance with Section 240.149 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 7.0, Language 4.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 900 contact hours (1080 clock hours).

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Perform basic masonry skills
02. Use materials and mortar properly
03. Perform construction practices/techniques to industry standards
04. Construct brick/masonry walls
05. Perform construction details
06. Perform cleaning operations
07. Demonstrate employability skills

STUDENT PERFORMANCE STANDARDS

BRICK AND BLOCK LAYING

01.0 PERFORM BASIC MASONRY SKILLS--The student will be able to:

01.1 Complete Industry Orientation

01.101 Trace the history of the Masonry Industry

01.102 Explain the importance of the construction industry to the local, state, and national economy

01.103 Identify available employment opportunities

01.104 Explain three factors involved in good workmanship

01.2 Understand and Comply with Safety Rules and Regulations

01.201 List personal safety rules

01.202 List general job safety rules

01.203 Demonstrate the correct way to lift heavy objects

01.204 Explain the purpose of the OSHA act

01.205 Qualify in applied basic first-aid procedure

01.3 Demonstrate Applied Math Skills

01.301 Calculate area and volume problems

01.302 Estimate materials needed for a specific job

01.303 Solve estimating problems

01.304 Solve basic ratio and proportion problems

01.4 Identify and Use Hand Tools

01.401 Identify hand tools

01.402 Distinguish between modular rule and brick spacing rule

01.403 List factors to consider when selecting a brick trowel

01.404 List basic rules concerning care of hand tools

01.405 List basic rules concerning safe use of hand tools

01.406 Demonstrate the proper use of hand tools

01.5 Identify and Use Power Tools

01.501 Identify power tools

01.502 List safety rules for operating a masonry saw

01.503 Cut masonry units using a table saw with an abrasive blade

01.504 Cut masonry units using a table saw with a diamond blade

01.505 Set up and operate power tools safely

01.6 Differentiate Between and Read Blueprints

01.601 Identify types of drawings

01.602 Identify symbols

01.603 List items found in a set of masonry symbols

01.604 List items on a detail drawing

01.605 Demonstrate the ability to use an architect's scale by scaling a drawing

01.606 Explain the difference between a plan view, an elevation, and a section on blueprints

01.607 Interpret a set of specifications

01.608 Demonstrate the ability to read and interpret simple blueprints

01.609 Interpret a finish schedule

01.610 Read and interpret local building codes and national standards

01.7 Weld and Cut Metals (Optional in the program, but a Masonry graduate needs to possess these skills)

01.701 Identify the parts of an oxyacetylene cutting outfit

01.702 Identify types of oxyacetylene cutting flames

01.703 List reasons for poor cuts

01.704 List reasons for backfires

01.705 Arrange, in order, steps to follow in case of flashbacks

01.706 Set up equipment for oxyacetylene cutting

01.707 Turn on, light, adjust to a neutral flame, and turn off oxyacetylene cutting equipment

01.708 Make a 90^{o} cut in mild steel and restart a cut

01.709 Cut round stock

01.710 List types of arc welders

01.711 List types of electrodes

01.712 List sizes of electrodes

01.713 List factors to consider when selecting electrodes

01.714 Identify the steps of the welding process

01.715 Identify the kinds of welds

01.716 Identify the types of weld joints

01.717 List safety precautions pertaining to welding

01.718 Demonstrate the ability to use two methods to strike an arc

01.719 Start, stop, and restart a bead

01.720 Construct a pad weld

01.721 Construct a butt weld

02.0 USE MATERIALS AND MORTAR PROPERLY—The student will be able to:

02.1 Identify and State the Uses of Materials

02.101 Identify 5 types of clay/brick used in the local area

02.102 Identify 5 types of Concrete Masonry Units (CMU) used in the local area

02.103 Identify 5 types of natural stone used in the local area

02.104 Identify concrete precast units (i.e., sills and lintels)

02.105 Identify masonry accessories used in the local area (i.e., wall ties, and wall reinforcement)

02.106 Label the parts of a brick

02.107 Distinguish between modular and nonmodular brick

02.108 Identify brick positioning in a wall

02.109 Identify shapes of concrete masonry units

02.110 List kinds of sills and lintels

02.111 List types of cut stone

02.112 List principal uses of refractory brick

02.113 Identify types of kilns used in brick manufacturing

02.114 Identify steps used in brick manufacturing

02.115 Describe procedures used to manufacture concrete block

02.2 Identify Different Mortars and Grouts

02.201 Identify mortar by components (aggregate, cementacious materials, and additives

02.202 Identify types of mortar (M, N, S, and O) and proportioning

02.203 Identify colored mortars (admix and factory blended)

02.204 Identify types and purposes of grouts for reinforced to nonreinforced masonry

03.0 PERFORM CONSTRUCTION PRACTICES/TECHNIQUES TO INDUSTRY STANDARDS —The student will be able to:

03.1 Lay Out Structures

03.101 Identify methods of layout

03.102 Identify types of bonds

03.103 Identify load-bearing and nonload-bearing walls

03.104 List types of reinforced masonry

03.105 Identify types of through-wall bonding

03.106 Identify types of flashing

03.107 Identify types of leads

03.108 Identify types of tooling

03.109 Establish building layouts

03.110 Use a transit to establish level

03.111 Erect batter boards and locate building lines

03.112 Square boarding using the 6-8-10 rule

03.113 Make a story pole

03.114 Identify measuring tools

03.115 List uses of modular and spacing rules

03.116 Identify symbols and abbreviations

03.117 List items found in a set of masonry symbols

03.118 List items on a detail drawing

03.119 Scale a drawing using an architect's scale

03.120 Read and interpret a simple blueprint

03.121 Interpret a finish schedule

03.122 Identify types of levels

03.123 Identify types of self-reading rods

03.124 List common errors contributing to incorrect measurements

03.125 Identify hand motions used by an instrument person

03.126 Read a self-reading rod

03.127 Set up and adjust a builder's level

03.2 Lay Foundations

03.201 Lay out footings

03.202 Place rebar

03.203 Place and rough finish concrete

03.204 Lay out and establish grades for foundations

03.205 Establish corners and lay out concrete block according to a specific bonding plan

03.206 Lay foundation walls to joist and brick shelf height

03.207 Waterproof foundation walls

03.208 Install flashing, anchor bolts, termite shields, and weep holes

03.3 Mix and Blend Mortars and Brick

03.301 Identify tools and equipment used for mixing mortar

03.302 List factors affecting the consistency of mortar

03.303 List common ratios of mortar mixtures

03.304 Mix types of mortar (M, N, S, and O) mechanically and by hand

03.305 Retemper mortar

03.306 Mix tuck-pointing mortar

03.307 Blend brick according to the color range

03.4 Spread Mortar and Lay Brick and Block

03.401 Demonstrate the correct way to hold a trowel

03.402 Demonstrate the ability to manipulate a trowel

03.403 Select the proper trowel for laying brick

03.404 Demonstrate the cupping method of picking up mortar for brick

03.405 Identify methods of picking up mortar from the mortar board

03.406 Identify the direction of travel when placing mortar while laying brick

03.407 Identify types of bedding

03.408 Demonstrate the pick and dip method for laying brick

03.409 Demonstrate the method for spreading mortar for brick

03.410 Demonstrate different styles of cross-head joints

03.411 Spread mortar on a 2 x 2 for brick

03.412 Identify methods of putting up the line

03.413 Lay brick to the line with established leads

03.414 Build a 90^{o} brick lead

03.415 Select the proper trowel for laying block

03.416 Demonstrate the method for picking up mortar for block

03.417 Demonstrate the method for face-shell spreading of mortar for block

03.418 Spread mortar on a 2 x 4 for block

03.419 Lay block to the line with established leads

03.420 Build a 90^{o} block lead

03.5 Lay Out the Bond

03.501 Lay out the first two courses for bonding

03.502 Lay out using English cross bond

03.503 Lay out using Flemish cross bond

03.504 Lay out using Dutch cross bond

03.505 Lay out using 1/3 bond

03.506 Lay out using stack bond

03.507 Lay out using running bond

03.508 Lay out using common bond

03.509 Demonstrate the ability to lay brick in soldier position

03.510 Demonstrate the ability to lay brick in header position

03.511 Demonstrate the ability to lay brick in rowlock position

03.512 Demonstrate the ability to lay brick in sailor position

03.6 Identify and Install Different Types of Flashing

03.601 Identify types of flashing

03.602 Install a base through wall cavity wall flashing

03.603 Install brick veneer base flashing

03.604 Install flashing in reglet

03.605 Install flashing for sills and heads of openings

03.7 Identify and Install Wall Reinforcments and Ties

03.701 Identify four types of joint reinforcement used locally

03.702 Install truss or ladder-wall reinforcing

03.703 Install dovetail anchors, adjustable wall ties, and corrugated veneer ties

03.704 Identify methods of layout

03.705 Identify types of bonds

03.706 Identify load-bearing and nonload-bearing walls

03.707 List types of reinforced masonry

03.708 List factors to consider when building a cavity wall

03.709 Identify types of through-wall bonding

03.710 List types of reinforcement

03.8 Tool and Point Joints and Walls

03.801 Tool concave joints

03.802 Tool rake joints

03.803 Tool weather joints

03.804 Tool V-jointer joints

03.805 Tool grapevine joints

03.806 Tool stuck joints

03.807 Cut/rough joints

03.808 Tuck-point a wall

03.809 Brush and touch-up a wall

03.9 Erect and Inspect Scaffolding

03.901 Erect and inspect scaffolding in accordance with OSHA standards

04.0 CONSTRUCT BRICK/MASONRY WALLS—The student will be able to:

04.001 Set up the job

04.002 Arrange masonry materials for efficient use

04.003 Place mortar pans properly

04.004 Temper or shake-up mortar with the proper shovels

04.005 Lay out the structure

04.006 Lay out the bond

04.007 Establish corners and leads

04.008 Pull the line

04.009 Lay the specified masonry materials to job plan

05.0 PERFORM CONSTRUCTION DETAILS—The student will be able to:

05.001 Identify 5 types of arches (flat, jack, Gothic, semi-circle, Corinthian)

05.002 List purposes of arches

05.003 Identify types of paving

05.004 Identify types of paving patterns

05.005 List purposes of masonry paving

05.006 Identify types of precast panels

05.007 List purposes of grouting

05.008 Construct paving using a given plan

05.009 Construct a column using a given plan

05.010 Construct a pier using a given plan

05.011 Lay out and construct arches from given plans

05.012 Identify types of fireplaces

05.013 List factors to consider when constructing fireplaces and chimneys

05.014 List characteristics of firebrick

05.015 Distinguish between firebrick mortar and brick mortar

05.016 Demonstrate the ability to butter firebrick

05.017 Construct a firebox

05.018 Construct a fireplace

05.019 Identify components of fireplaces and chimneys

05.020 Lay out and construct a fireplace and chimney to given plans

05.021 Lay out a wall section using glass block or other new local materials

06.0 PERFORM CLEANING OPERATIONS—The student will be able to:

06.001 List reasons for cleaning

06.002 Identify cleaning equipment

06.003 List types of cleaning material

06.004 Identify pointing tools

06.005 Point new work

06.006 Point old work

06.007 List reasons for caulking

06.008 Match types of calking to specific uses

06.009 Identify caulking tools

06.010 Caulk expansion joints

06.011 List safety precautions to follow when cleaning

06.012 Identify 5 methods of wall cleaning

06.013 Prepare cleaning solutions

06.014 Prepare the wall

06.015 Wash the wall

07.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

07.001 List sources of job openings other than public or private employment agencies

07.002 Write a letter of application for job

07.003 Prepare a resume or personal fact sheet

07.004 List factors to consider when applying for a job

07.005 List ways of making contact with employers

07.006 Identify documents which may be required when applying for a job interview

07.007 Complete a job application form correctly

07.008 Identify documents which may be required when applying for a job

07.009 Classify behaviors considered to be appropriate in a job interview

07.010 Describe advantages to the employer and employee of being a productive worker

07.011 Explain the purpose of supervision, self-discipline, and performance

07.012 Identify appropriate response(s) to criticism from employer, supervisor, or other employees

07.013 List consequences of frequently being absent from the job

07.014 List consequences of frequently arriving late for work

07.015 List factors to consider when resigning from a job

07.016 Write a letter of resignation

DRAFT RECOMMENDATIONS AS OF 1/1/86

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1986

PROGRAM TITLE: Masonry

CODE NUMBER: Secondary _____ Postsecondary BCT0400

Florida CIP IN46.010200

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational _X_ Other (13-17)

CERTIFICATION COVERAGE: TEC CONSTR @ 7 TROWEL TR 7 BLDG CONST @ 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as bricklayers (861.381-018), stone masons (861.381-038), Bricklayer Helpers (861.381-022), as a Construction Worker I (869.664-014), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, blueprint reading and specifications, related mathematics, properties and characteristics of brick, trade terms, and construction of masonry buildings and building components.

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program and provide instruction in use and care of tools and bricklaying equipment, preparation of mortar, bonding methods, and laying brick and block to construct buildings and building components at a rate compatible with industry standards.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is an appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal.

In accordance with Section 240.149 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 7.0, Language 4.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 1800 contact hours (2160 clock hours).

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Perform basic masonry skills
02. Use materials and mortar properly
03. Perform construction practices/techniques to industry standards
04. Construct brick/masonry walls
05. Perform construction details
06. Perform cleaning operations
07. Demonstrate productivity skills
08. Demonstrate employability skills

STUDENT PERFORMANCE STANDARDS

MASONRY

01.0 PERFORM BASIC MASONRY SKILLS—The student will be able to:

01.1 Complete Industry Orientation

01.101 Trace the history of the Masonry Industry

01.102 Explain the importance of the construction industry to the local, state, and national economy

01.103 Identify available employment opportunities

01.104 Explain three factors involved in good workmanship

01.2 Understand and Comply with Safety Rules and Regulations

01.201 List personal safety rules

01.202 List general job safety rules

01.203 Demonstrate the correct way to lift heavy objects

01.204 Explain the purpose of the OSHA act

01.205 Qualify in applied basic first-aid procedure

01.3 Demonstrate Applied Math Skills

01.301 Calculate area and volume problems

01.302 Estimate materials needed for a specific job

01.303 Solve estimating problems

01.304 Solve basic ratio and proportion problems

01.4 Identify and Use Hand Tools

01.401 Identify hand tools

01.402 Distinguish between modular rule and brick spacing rule

01.403 List factors to consider when selecting a brick trowel

01.404 List basic rules concerning care of hand tools

01.405 List basic rules concerning safe use of hand tools

01.406 Demonstrate the proper use of hand tools

01.5 Identify and Use Power Tools

01.501 Identify power tools

01.502 List safety rules for operating a masonry saw

01.503 Cut masonry units using a table saw with an abrasive blade

01.504 Cut masonry units using a table saw with a diamond blade

01.505 Set up and operate power tools safely

01.6 Differentiate Between and Read Blueprints

01.601 Identify types of drawings

01.602 Identify symbols

01.603 List items found in a set of masonry symbols

01.604 List items on a detail drawing

01.605 Demonstrate the ability to use an architect's scale by scaling a drawing

01.606 Explain the difference between a plan view, an elevation, and a section on blueprints

01.607 Interpret a set of specifications

01.608 Demonstrate the ability to read and interpret simple blueprints

01.609 Interpret a finish schedule

01.610 Read and interpret local building codes and national standards

01.7 Weld and Cut Metals (Optional in the program, but a Masonry graduate needs to possess these skills)

01.701 Identify the parts of an oxyacetylene cutting outfit

01.702 Identify types of oxyacetylene cutting flames

01.703 List reasons for poor cuts

01.704 List reasons for backfires

01.705 Arrange, in order, steps to follow in case of flashbacks

01.706 Set up equipment for oxyacetylene cutting

01.707 Turn on, light, adjust to a neutral flame, and turn off oxyacetylene cutting equipment

01.708 Make a 90° cut in mild steel and restart a cut

01.709 Cut round stock

01.710 List types of arc welders

01.711 List types of electrodes

01.712 List sizes of electrodes

01.713 List factors to consider when selecting electrodes

01.714 Identify the steps of the welding process

01.715 Identify the kinds of welds

01.716 Identify the types of weld joints

01.717 List safety precautions pertaining to welding

01.718 Demonstrate the ability to use two methods to strike an arc

01.719 Start, stop, and restart a bead

01.720 Construct a pad weld

01.721 Construct a butt weld

02.0 USE MATERIALS AND MORTAR PROPERLY--The student will be able to:

02.1 Identify and State the Uses of Materials

02.101 Identify 5 types of clay/brick used in the local area

02.102 Identify 5 types of Concrete Masonry Units (CMU) used in the local area

02.103 Identify 5 types of natural stone used in the local area

02.104 Identify concrete precast units (i.e., sills and lintels)

02.105 Identify masonry accessories used in the local area (i.e., wall ties, and wall reinforcement)

02.106 Label the parts of a brick

02.107 Distinguish between modular and nonmodular brick

02.108 Identify brick positioning in a wall

02.109 Identify shapes of concrete masonry units

02.110 List kinds of sills and lintels

02.111 List types of cut stone

02.112 List principal uses of refractory brick

02.113 Identify types of kilns used in brick manufacturing

02.114 Identify steps used in brick manufacturing

02.115 Describe procedures used to manufacture concrete block

02.2 Identify Different Mortars and Grouts

02.201 Identify mortar by components (aggregate, cementacious materials, and additives

02.202 Identify types of mortar (M, N, S, and O) and proportioning

02.203 Identify colored mortars (admix and factory blended)

02.204 Identify types and purposes of grouts for reinforced to nonreinforced masonry

03.0 PERFORM CONSTRUCTION PRACTICES/TECHNIQUES TO INDUSTRY STANDARDS

—The student will be able to:

03.1 Lay Out Structures

03.101 Identify methods of layout

03.102 Identify types of bonds

03.103 Identify load-bearing and nonload-bearing walls

03.104 List types of reinforced masonry

03.105 Identify types of through-wall bonding

03.106 Identify types of flashing

03.107 Identify types of leads

03.108 Identify types of tooling

03.109 Establish building layouts

03.110 Use a transit to establish level

03.111 Erect batter boards and locate building lines

03.112 Square boarding using the 6-8-10 rule

03.113 Make a story pole

03.114 Identify measuring tools

03.115 List uses of modular and spacing rules

03.116 Identify symbols and abbreviations

03.117 List items found in a set of masonry symbols

03.118 List items on a detail drawing

03.119 Scale a drawing using an architect's scale

03.120 Read and interpret a simple blueprint

03.121 Interpret a finish schedule

03.122 Identify types of levels

03.123 Identify types of self-reading rods

03.124 List common errors contributing to incorrect measurements

03.125 Identify hand motions used by an instrument person

03.126 Read a self-reading rod

03.127 Set up and adjust a builder's level

03.2 Lay Foundations

03.201 Lay out footings

03.202 Place rebar

03.203 Place and rough finish concrete

03.204 Lay out and establish grades for foundations

03.205 Establish corners and lay out concrete block according to a specific bonding plan

03.206 Lay foundation walls to joist and brick shelf height

03.207 Waterproof foundation walls

03.208 Install flashing, anchor bolts, termite shields, and weep holes

03.3 Mix and Blend Mortars and Brick

03.301 Identify tools and equipment used for mixing mortar

03.302 List factors affecting the consistency of mortar

03.303 List common ratios of mortar mixtures

03.304 Mix types of mortar (M, N, S, and O) mechanically and by hand

03.305 Retemper mortar

03.306 Mix tuck-pointing mortar

03.307 Blend brick according to the color range

03.4 Spread Mortar and Lay Brick and Block

03.401 Demonstrate the correct way to hold a trowel

03.402 Demonstrate the ability to manipulate a trowel

03.403 Select the proper trowel for laying brick

03.404 Demonstrate the cupping method of picking up mortar for brick

03.405 Identify methods of picking up mortar from the mortar board

03.406 Identify the direction of travel when placing mortar while laying brick

03.407 Identify types of bedding

03.408 Demonstrate the pick and dip method for laying brick

03.409 Demonstrate the method for spreading mortar for brick

03.410 Demonstrate different styles of cross-head joints

03.411 Spread mortar on a 2 x 2 for brick

03.412 Identify methods of putting up the line

03.413 Lay brick to the line with established leads

03.414 Build a 90° brick lead

03.415 Select the proper trowel for laying block

03.416 Demonstrate the method for picking up mortar for block

03.417 Demonstrate the method for face-shell spreading of mortar for block

03.418 Spread mortar on a 2 x 4 for block

03.419 Lay block to the line with established leads

03.420 Build a 90° block lead

03.5 Lay Out the Bond

03.501 Lay out the first two courses for bonding

03.502 Lay out using English cross bond

03.503 Lay out using Flemish cross bond

03.504 Lay out using Dutch cross bond

03.505 Lay out using 1/3 bond

03.506 Lay out using stack bond

03.507 Lay out using running bond

03.508 Lay out using common bond

03.509 Demonstrate the ability to lay brick in soldier position

03.510 Demonstrate the ability to lay brick in header position

03.511 Demonstrate the ability to lay brick in rowlock position

03.512 Demonstrate the ability to lay brick in sailor position

03.6 Identify and Install Different Types of Flashing

03.601 Identify types of flashing

03.602 Install a base through wall cavity wall flashing

03.603 Install brick veneer base flashing

03.604 Install flashing in reglet

03.605 Install flashing for sills and heads of openings

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03.802 Tool rake joints

03.803 Tool weather joints

03.804 Tool V-jointer joints

03.805 Tool grapevine joints

03.806 Tool stuck joints

03.807 Cut/rough joints

03.808 Tuck-point a wall

03.809 Brush and touch-up a wall

03.9 Erect and Inspect Scaffolding

03.901 Erect and inspect scaffolding in accordance with OSHA standards

04.0 CONSTRUCT BRICK/MASONRY WALLS—The student will be able to:

04.001 Set up the job

04.002 Arrange masonry materials for efficient use

04.003 Place mortar pans properly

04.004 Temper or shake-up mortar with the proper shovels

04.005 Lay out the structure

04.006 Lay out the bond

04.007 Establish corners and leads

04.008 Pull the line

04.009 Lay the specified masonry materials to job plan

05.0 PERFORM CONSTRUCTION DETAILS—The student will be able to:

05.001 Identify 5 types of arches (flat, jack, Gothic, semi-circle, Corinthian)

05.002 List purposes of arches

05.003 Identify types of paving

05.004 Identify types of paving patterns

05.005 List purposes of masonry paving

05.006 Identify types of precast panels

05.007 List purposes of grouting

05.008 Construct paving using a given plan

05.009 Construct a column using a given plan

05.010 Construct a pier using a given plan

05.011 Lay out and construct arches from given plans

05.012 Identify types of fireplaces

05.013 List factors to consider when constructing fireplaces and chimneys

05.014 List characteristics of firebrick

05.015 Distinguish between firebrick mortar and brick mortar

05.016 Demonstrate the ability to butter firebrick

05.017 Construct a firebox

05.018 Construct a fireplace

05.019 Identify components of fireplaces and chimneys

05.020 Lay out and construct a fireplace and chimney to given plans

05.021 Lay out a wall section using glass block or other new local materials

06.0 PERFORM CLEANING OPERATIONS—The student will be able to:

06.001 List reasons for cleaning

06.002 Identify cleaning equipment

06.003 List types of cleaning material

06.004 Identify pointing tools

06.005 Point new work

06.006 Point old work

06.007 List reasons for caulking

06.008 Match types of calking to specific uses

06.009 Identify caulking tools

06.010 Caulk expansion joints

06.011 List safety precautions to follow when cleaning

06.012 Identify 5 methods of wall cleaning

06.013 Prepare cleaning solutions

06.014 Prepare the wall

06.015 Wash the wall

7.0 DEMONSTRATE PRODUCTIVITY SKILLS—The student will be able to:

07.1 Lay Brick to Given Productivity Levels (Student will be rated at one or more levels)

07.101 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 100-200

07.102 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 200-300

07.103 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 300-400

07.104 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 400-500

07.105 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 500-600

07.106 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 600-700

07.107 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of 700-800

07.108 Lay standard 8" brick—jointed on one side—on straight brick veneer wall—with established leads—at an average daily rate of over 800

07.2 Lay Block to Given Productivity Levels (Student will be rated at one or more levels)

07.201 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 50-100

07.202 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 100-150

07.203 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 150-200

07.204 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 200-250

07.205 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 250-300

07.206 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 300-350

07.207 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of 350-400

07.208 Lay 8" x 8" x 16" block—jointed on one side—on a straight block wall—with established leads—at an average daily rate of over 400

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.001 List sources of job openings other than public or private employment agencies

08.002 Write a letter of application for job

08.003 Prepare a resume or personal fact sheet

08.004 List factors to consider when applying for a job

08.005 List ways of making contact with employers

08.006 Identify documents which may be required when applying for a job interview

08.007 Complete a job application form correctly

08.008 Identify documents which may be required when applying for a job

08.009 Classify behaviors considered to be appropriate in a job interview

08.010 Describe advantages to the employer and employee of being a productive worker

08.011 Explain the purpose of supervision, self-discipline, and performance

08.012 Identify appropriate response(s) to criticism from employer, supervisor, or other employees

08.013 List consequences of frequently being absent from the job

08.014 List consequences of frequently arriving late for work

08.015 List factors to consider when resigning from a job

08.016 Write a letter of resignation

INSTRUCTIONAL APPROACH

Local decisions must be made by school administrators & teachers concerning the appropriate methods to use to deliver instruction & measure student achievement. In many instances, a mix of various instructional approaches may be deemed appropriate to present instruction in a comprehensive and efficient manner. It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. The teacher must lead the students through the learning experiences in a course. This leadership role requires the teacher to motivate students to aggressively pursue learning activities. The teacher must select the methods of instruction that best apply to the students ability levels and that allow the teacher to control the learning processes, to measure student achievement, and to provide feedback to the student.

KEY FACTORS TO CONSIDER

—Student Characteristics

Adolescent - Immature students need constant control, a high degree of motivational leadership, and relatively simple learning activities.

Adult - Mature students are more often self-motivated, need less control, and can accept complex learning activities.

Prerequisites - Can the student read, write, calculate mathmatics, and understand English language at the ability level required to complete learning activities.

—Teacher Characteristics

Subject Knowledge - The teacher must be a subject matter expert—must be able to teach instructional concepts and evaluate student performance. Should have significant amount of experience actually working in industry/vocational area.

Instructional Delivery - The teacher must motivate and lead the student as well as know how to organize and present various types of instruction. Innovative instructional methods should not be attempted if the instructor is not qualified to use them.

Instructional Development - Teachers must select materials, and often develop their own materials, to be used by students. The materials used must support the methods of delivery. The teacher must be qualified to select and develop course materials, or else use instructional packages developed by other qualified sources.

Instructional Measurement - Teachers must select testing methods that support the instructional delivery system used. Teachers must be qualified to develop, administer, and evaluate both written and performance type tests.

—Instructional Setting Characteristics

Time Constraints - Traditional methods of instruction in school systems are controlled by the time periods available. Instruction must be made to fit the time available for training unless the time constraints are removed. If time constraints are not a factor, innovative methods of instruction may be appropriate such as:

- open-entry/open-exit
- self-paced/independent study
- computer based instruction

- competency based instruction

Facilities and Equipment - Instructional methods selected must take into consideration the space available, the number of work stations for students and the amount of tools and equipment available for student use.

CONVENTIONAL INSTRUCTIONAL METHODS:

Any given course of instruction may require some instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve skill competency. If mastery of a task is required, competency-based education methods may be more appropriate. If the training activity envolves an orientation or a seldom performed nonessential task, conventional instructional methods are acceptable.

COMPETENCY-BASED VOCATIONAL EDUCATION INSTRUCTIONAL METHODS:

The focus of Competency-based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified in an objective statement. Competency-based instruction can be included in conventional instructional settings as well as innovative settings. CBVE does not require self-paced/individualized methods of instructional delivery to be used as the only means for CBVE instruction.

CBVE PRINCIPLES AND CHARACTERISTICS

1. The curriculum is based on well defined, job related tasks or competencies. The curriculum should be designed to have students do things, not just read resources, or view AV materials.

2. Each period or unit of instruction contains a performance objective, stated in terms of observable, measurable activities.

3. Teachers provide students with a list of the performance objectives, the standards to be met and other performance criteria.

4. Teachers may utilize any appropriate method of instruction to present the subject matter to students. Teachers can mix various methods together in any given program, or course, or unit of instruction, to achieve the most efficient means for the students to learn the subject matter and competently perform the task as specified in the objective. Possible methods of instruction used in CBVE programs may include:

   —Group paced lectures and demonstrations.

   —Instructor controlled practice activities.

   —Self-paced instruction for individual learning activities and repeated practice.

   —Small group or team teaching methods where several students work together on a piece of equipment or a project, or activity.

5. Teachers must have a method of recording each student's achievement for each performance objective. This can be in the form of a record book, or a progress chart, a check off sheet, or a series of well planned performance tests.

6. Teachers must inform each student that they have either met the criteria specified for each performance objective or they have not adequately performed the task. The student must be informed of any inadequate performance and provided the opportunity and resources to practice performing the task until adequate performance is attained. This is probably the most difficult aspect of managing CBVE instruction, for it requires the teacher to individually coach or tutor a student for a controlled period of time, requiring the student to practice performing the task several times, and ultimately making the decision that the student is either competent at the task or not competent. The teacher may limit the time allowed for repeated task practice.

7. Student performance is evaluated in comparison to the standards and performance criteria stated in the objective, not to the performances of other students. If performance meets the standard, the student passes the objective 100%. If the student does not meet all the criteria specified, the student is not 100% competent in performance of the task and should not be given credit for completing the task. The student can be given an incomplete grade if continued attempts will be made to pass the objective.

8. Teachers may use both performance tests and written tests to determine competency. Written tests can be used to measure knowledge of performance procedures, equipment identification, math and science abilities, etc. Performance tests can be used for actual student performance of a task, to a prescribed standard, under specified conditions.

CBVE GOALS

The goal of Competency-Based Vocational Education is to have all students reach the specified standard of competency. Instructional methods, quantity of instruction, and performance evaluation methods will vary according to the instructional situation. CBVE instruction allows for the use of a multitude of instructional resources and procedures, including individual self-paced units of instruction to allow the student to master the objective. This approach differs from traditional instruction in which all students use the same materials and spend the same amount of time in a course where student achievement is expected to vary—not the instructional approach.

TEACHER AND STUDENT ROLES IN CBVE

The requirements of competency-based vocational education have major implications for the roles that teachers and students perform and for the kinds of skills that teachers need. In competency-based settings, teachers must not only be dispensers of information; but they must also become managers of a variety of instructional resources that they select and use to tailor instruction to the needs of individual learners. Teachers spend

less time providing content information and much more time helping individuals master objectives. In a competency-based setting, the teacher may present some group instruction as well as develop alternative resources, and function as a tutor and a counselor, a diagnostician of learner needs, a prescriber of instructional experience, and an evaluator of competent performance.

The teacher in this setting has, then, a more complex, varied, and rewarding role than ever before. Teachers need to be able to design their course or programs around measureable, job-related skills and to ensure that these skills are, indeed, necessary for obtaining and keeping a job. They must be able to state objectives clearly and in a way that permits objective measurement. Teachers must be able to carry out this measurement in a way that accurately assesses student achievement and that exactly reflects what the competency really involves.

Teachers must also be able to adapt their instruction to individual learning needs so that each student can acquire the competencies (s)he needs. This ability to tailor instruction demands knowledge of a wide variety of individualization strategies, as well as skill in applying these strategies systematically.

A major assumption underlying CBVE is that students who are actively involved in carrying out their programs of study will learn more and retain more than students who passively accept information fed to them. Thus, an important part of the teacher's job is to encourage students to assume more and more responsibility for their own learning.

Because students are doing many different kinds of things, and because the teacher must coordinate the activities of all the students in a course, the

individual student's role inevitably involves more responsibility than it does in traditional settings.

Many of the basic management tasks that teachers formerly undertook by themselves-tasks such as record keeping, monitoring student progress, and monitoring the use of resources-must become the joint responsibility of teachers and students in a competency-based setting.

Some teachers worry that giving students more responsibility will result in a loss of teacher control. On the contrary, however, most teachers find that the have more control in a competency-based setting than in a traditional, group-oriented setting. The teacher has, after all, designed the system or environment in which students must operate; without the teacher there to manage the overall system, it would soon cease to function.

INSTRUCTIONAL CONCEPTS:

Instruction should be systematic and reflect program goals. A list of competencies and specific performance objectives with criterion-referenced measures should be used.

1. Program Plan

   The training program should progress in logical steps and provide for alternate sequences, where applicable.

2. Student training plan

   A training plan for each student should be used, indicating the student's training goal(s) and specific steps needed to meet each goal. Every student should be given a copy of his/her training plan.

3. Preparation Time

   Adequate time should be provided for teacher preparation and

program development and/or modification.

4. Teaching Load

   The instructor/student ratio and class contact hours should allow time for interaction on a small-group and a one-to-one basis.

5. Curriculum

   a. The specific competencies in the Career MAP Competency List should be included in each area of program-specific instruction. Additional competencies may be added to meet the needs of local employers. All additional competencies should be approved by the program advisory committee.

   b. Instructions on the legal aspects and responsibilities in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements should be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts or supplies, and basic record-keeping should be a part of the training program.

6. Student Progress

   A record of each student's progress should be maintained through use of the Career MAP or another type of Progress Chart. The record should indicate the competencies required for mastery and those competencies the student has mastered.

7. Performance Standards

   Instruction should be performance based, with an acceptable performace standard stated for each task. These standards should be shared with students and potential employers.

Students should demonstrate "hands on competency" or "mastery" of a competency before the instructor verifies the student's performance.

8. **Safety Standards**

   Safety instruction must be given prior to shop work and be an integral part of the training program. A safety test must be included in the training program. Eye protection must be worn in any shop/lab area, when required.

9. **Personal Characteristics**

   All training activities and instructional material should emphasize the importance of maintaining high personal characteristics. Employability skills training and evaluation should be integrated throughout the training program.

10. **Provisions for Individual Difference**

    The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accomodated.

11. **Related Instruction**

    Instruction in related mathematics, communication, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

12. **Testing**

    Both written and performance-based tests must be used to validate student competency. Students should be encouraged to take certification tests that are publicly recognized indicators of capabilities.

COURSE OUTLINE/SAMPLE LESSON PLAN

Units of instruction used by Vocational Education teachers must be correlated to the Curriculum Frameworks, and Student Performance Standards. The Curriculum Framework provides the basis for developing the course outline. Each school should utilize the resources and modules that apply to the scope of their program and the various methods of instruction their situation dictates.

Teachers may develop their individual course outlines using the resources and instructional material contained in the last section of this guide. They may also develop their own units of instruction as they feel may be necessary to meet the intended outcomes stipulated in the Curriculum Framework. The number and order of presentation of the modules can be varied to fit the objectives of the course.

For example, a school may elect to go into depth in only a few of the modules, or it may decide to cover a wider range of modules but in less depth. This program can be offered for a single semester or for two or more semesters, depending upon the local situation. A student should not be given credit for enrolling in the same component of instruction more than one time.

SAMPLE COURSE OUTLINE

Vocational teachers should prepare a comprehensive outline of subjects to study for each course they teach. Each student should be provided a copy of the course outline. Teachers may use any format they desire for the outline, and should include the following information on the course outline.

Recommended Course Outline Contents

1. Course name.
2. Course number (state directory number and/or local number).
3. Course start date or individual start date.
4. Identification of time periods for study if applicable.
5. Identification of place or room/facility for study or practical work.
6. Identification of teacher/instructor/assistants responsible for instruction and/or evaluation.
7. Identification of units or subjects to study (objectives) or competencies, etc., including Task # or Duty #.
8. Identification of primary resources or references available to study.
9. Identification of major practical exercise work, projects, or activities to perform.
10. Identification of major tests or examinations to be administered.

SAMPLE COURSE OUTLINE FORMAT

Course Name _____

Course Number _____

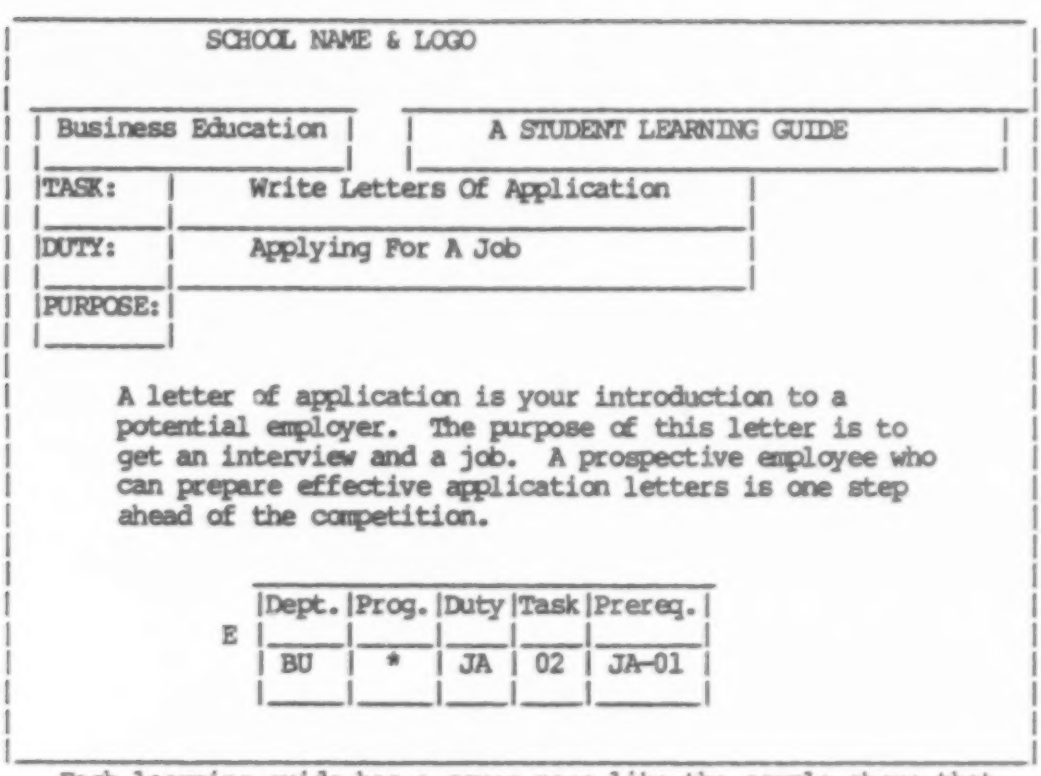
Course Dates _____

Instruction unit or period	Duty or Task # Module	Subject/ Objective/	location	Instructor	Reference

Lesson Plans/Teachers Guides & Student Guides

Teachers should prepare lesson plans or teachers guides & student guides for subjects on the course outline. Lesson plans are appropriate for traditional periods of instruction whereas teachers guides may be more appropriate for other types of instructional activities. Student learning guides may be used for traditional periods of instruction but they become a necessity for self-paced learning activities. Teachers guides contain all instructional information as well as tests & answer keys, whereas student learning guides contain only student information.

A sample student learning guide is provided in the following pages. This sample is an example of the material a teacher would provide students with for self-study in a competency-based course activity. Each page of the sample contains a different topic for the sake of illustration only. An actual student learning guide would be written around only one objective.


SCHOOL NAME & LOGO
A
Business Education
A STUDENT LEARNING GUIDE
B
TASK:
Write Letters Of Application
C
DUTY:
Applying For A Job
D
PURPOSE:
A letter of application is your introduction to a potential employer. The purpose of this letter is to get an interview and a job. A prospective employee who can prepare effective application letters is one step ahead of the competition.
E
Dept. Prog. Duty Task Prereq.
BU * JA 02 JA-01

Each learning guide has a cover page like the sample above that contains the following items:

A. the name of the program

B. the task-a statement of exactly what you will be able to do or know when you complete the learning guide.

C. the duty-the broad unit in which this task is found.

D. the purpose-a statement of why it is important to attain the task.

E. identifying information such as department, program, duty, task, and prerequisite. The prequisite in the box on the far right tells you that you must have already attained the task identified there before proceeding to attain the one in the present learning guide.

STUDENT PERFORMANCE OBJECTIVES:

A TERMINAL PERFORMANCE OBJECTIVE:

B GIVEN: plans and a residential site.

C YOU WILL: construct and set forms for a continuous footing.

D HOW WELL: You must successfully complete the Written Test and score 100% on the Performance Test.

ENABLING OBJECTIVES:

1. Identify styles, uses and parts of forms.
2. Prepare for constructing continuous footings.
3. At a school work station, construct and set forms for a continuous footing.

E

Dept.	Prog.	Duty	Task
IN	9163	F	01

The student performance objective page, similar to the sample you see above, contains the following information:

A. the terminal performance objective (TPO)-the broad heading that encompasses the three items beneath it and states in detail what will be expected of you at the end of the learning guide

B. the given-a statement of what will be provided when you take the written or performance test

C. the you will-a statement of what will be required to attain the task

D. the how well-a statement of the degree of performance excellency required to attain the task

E. the enabling objectives (EO's)-the steps to be taken in attaining the task

A | ENABLING OBJECTIVE NO. __2__ |

B | Disassemble fuel injector and inspect parts. |

C

LEARNING STEPS	RESOURCES
1. Disassemble injector.	1. a. Needle valve injector b. Mechanic' tool set c. Injector tools
2. When completed, evaluate your work using the Self-check.	2. Self-Check enclosed
3. Have instructor evaluate your recordings.	3. Instructor
4. Go on to Enabling Objective No.3.	

E

Dept.	Prog.	Duty	Task	EN. OBJ.
IN	9123	C	05	2

The enabling objectives are the heart of the learning guide. They provide detailed steps of what to do and when to do it.

There is an enabling objective page for each EO listed on the student performance objective page. The EO page resembles the sample above, and contains the following information:

A. the number of the EO being learned

B. a restatement of the EO as it appeared in the student performance objective

C. the learning steps-they tell you what to do

D. the resources-they tell you what items you will need to complete the steps

INSTRUCTION SHEET

Mounting Tires

Follow the procedure below for mounting a tire on a rim. Pay close attention to all safety precautions.

CAUTION: WEAR SAFETY GLASSES AT ALL TIMES!

1. Visually inspect tire for any wear or damage.
2. Place the rim on the changer with the narrowest flange up — hand tighten centering cone.
3. Lubricate bead of tire with soap solution.
4. Place tire in position on the rim with as much bead over the rim flange as possible. This provides a starting position for bead lifting tool.
5. Attach the air hose for inflating the tire.

CAUTION: KEEP THE HANDS AND BODY AWAY FROM TIRE WHILE INFLATING. IF THE TIRE SHOULD EXPLODE YOU COULD BE INJURED!

Dept.	Prog.	Duty	Task	En Obj
IN	9043	B	02	2

The procedure in using the EO page is to follow each learning step in sequence. The first several learning steps will tell you to read or view particular resources identified to the right of the step (see #2 on the sample EO page). Other learning steps will ask you to practice or apply the knowledge or skill (see #3 on the sample). Another learning step will identify the type of feedback used in evaluating the skill or knowledge called for in the EO. Often this is a self-check (see #4 on the sample). Some learning guides will have instruction sheets on the order of the above sample.

SELF-CHECK

DIRECTIONS

Evaluate your work using the items listed below. All items should receive a "yes" response.

	YES	NO
1. Was the stocked area layed out with a pencil and chalk line?.....	___	___
2. Did each end of the stock area begin with a stack of blocks?.....	___	___
3. Was the line hung on the left lead first?...	___	___
4. Was the line hung in 45 seconds?.....	___	___

If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

Dept.	Prog.	Duty	Task	En Obj.
IN	9133	B	18	2

The self-check gives you immediate feedback on how well your learning is progressing.

WRITTEN TEST FOR TASK NO. ____

TASK: Demonstrate and use Ohm's Law

Directions

The purpose of this test is to determine if you fully understand how to demonstrate and use Ohm's Law. To successfully complete this test, all items must be answered correctly.

The items below are Multiple Choice. On the separate answer sheet, put the letter of the correct answer in the blank to the left of the number of the question.

Multiple Choice Question

____ 1. According to accepted theory, electric current is:
a. the electron at rest. c. the movement of atoms.
b. the flow of electrons. d. the movement of protons.

____ 2. The ohm is the unit of electrical:
a. current. c. pressure.
b. voltage. d. resistance.

Dept.	Prog.	Duty	Task
IN	9273	B	02

PERFORMANCE TEST FOR TASK NO._____

TASK: | Perform Cash Transactions

STUDENT'S NAME _____ DATE _____

DIRECTIONS TO STUDENT: In a store situation, you will set up a till and place the currency in the proper place. You will be evaluated for attainment of this task, based upon the items listed below.

ITEM NO.	ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" Response.	YES	NO	
1.	Were all bills placed in the proper slot?.....	...	..	.....
2.	Were all coins placed in the proper compartment?.	...	..	.....
3.	Was the work area cleaned?.....	...	..	.....

_____Score ___Attained
___Not Attained

Dept.	Prog.	Duty	Task	Attempt
DE	4623	C	03	

_____
EVALUATOR'S SIGNATURE

The performance test is always the last page of the learning guide. It may identify checkpoints of evaluation in the performance of skill, or it may list desirable characteristics of the finished product.

**Example of Student Learning Guides taken from : Learning at Ridge Vocational Technical Centers, State of Florida, Department of Education, Division of Vocational Education; June, 1980.

STUDENT ORGANIZATION PARTICIPATION

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The Florida Board of Education Rules authorize vocational student organizations as an integral part of the vocational education program SBER 6A-6.64 (7) and 6A06.65 (8).

Vocational Student Organizations are operated throughout the Nation on the basis of legal endorsement, financial support, and active participation of federal, state and local levels of government as well as the civic and business communities.

Vocational Student Organization Activities are an integral part of the vocational curriculum in Florida. The organizations are designed to expand and enrich opportunities for leadership development, social awareness, civic responsibility, and vocational understanding.

Students who participate in the activities of a vocational student organization are better prepared to take their places in the world of work. They acquire firsthand knowledge of the mary opportunities available in their chosen careers, and become aware of the value of their contributions

to society.

Vocational student organizations provide opportunities for members to participate in activities which relate to actual or anticipated employment. Students develop and utilize their talents and abilities in ways that otherwise could not be available to them.

Vocational Industrial Clubs of America (VICA)

The Vocational Industrial Clubs of America (VICA) is an organization for students enrolled in trade, industrial, technical, and health occupations in high schools, area vocational-technical centers, and junior and community colleges.

VICA promotes high standards in work ethics, craftmanship, scholarship, and saftey while it fosters a deep respect for the dignity of work. In addition, the precepts of VICA help students relate school experiences to their search for meaning, identity, and achievement. A great deal of emphasis is placed on the functions of labor and management organizations, their interdependence, and their importance.

VICA members learn and develop skills in many different trades, including building, automotive, mechanical, heavy equipment, and electrical. In addition, students in such personal service occupations as cosmetology may be a part of VICA.

Prestige and recognition are offered to the VICA member through a local, regional, state, national, and international program of competition and

awards. Opportunities to develop personal leadership skills are provided through workshops and seminars while competitive activities help to develop the students' perspectives.

Membership in VICA helps students learn to work together and prepare for life through a continuing emphasis on the importance of each person's role as a contributing member of American society.

What is VICA?

VICA is an organization for students enrolled in fulltime secondary or post-secondary trade, industrial, or technical occupations education programs. It is the only national (and international) organization for trade and industrial students.

VICA gives every member a chance to learn, to enjoy the interaction with other students, to assist their schools and communities, and to grow and mature in qualities necessary to meet the challenges of the life ahead of them. VICA members are no different from other students except that they have found a way to make their formal training and education an enjoyable and rewarding experience. They're "turned on" to the satisfaction, rewards, and fun they have found in VICA.

VICA is the students' organization; the goals, purposes, and activities that relate to their own personal career goals and life interests. VICA is for students with a definite future in mind—people who can think with their minds and work with their hands, people who are proud of their work they do and want to learn to do it better. VICA is for those who want to develop as

members of society, to learn to express themselves, to work with others, and to make contributions as individuals.

VICA is YOUR organization.
VICA is much more than contests.
VICA is training youth for leadership roles within their schools and communities.
VICA is instilling in youth the importance of participation, within their school, within their community and within the student organization.
VICA is also participation in leadership and skill areas.
A good VICA program gives Industrial Education programs high visibility.

Contests at the local-club level determine which students shall represent their school in regional competitions. Instructors should plan and conduct contests within their trade areas. This philosophy shall also prevail for leadership areas of emphasis. (Successful competitors at local school levels may, in school districts so desiring, compete within the district. THIS IS A SCHOOL DISTRICT OPTION.)

Successful competitors at the local school level compete at one of Florida's five regional contests. Successful competitors next compete at the state level. The state winners compete on the national level, in the United States Skill Olympics.

Competitors for the International Skill Olympics (ISO) are determined by a

combination of leadership and skill abilities. The International Skill Olympics Committee establishes all rules and guidelines for the ISO.

The following additional criteria will be used in the selection of International contestants:

a. Overall citizenship—as demonstrated by attitude toward school, occupation, VICA, additional training, etc.
b. Evaluation of progress in skills and knowledge of trade, metric applications, print reading, and layout of problem.
c. Personal desire to represent VICA and the United States in international competition.
d. Willingness to make a commitment to VICA as to purpose of organization, code of conduct, preparation time, etc.
e. Contestant's self-reliance, basic intelligence, ability to follow instruction, maintain schedules, and adapt to last-minute changes.

Local VICA Organization

1. School Club

   Each school is one club (with one charter). A "school" shall be defined as one that appears with an assigned number in the current Florida Directory.

2. Chapters

   In the event that a school has a multiple sessions, each session shall be identified as a "chapter" (example- morning session identified as chapter #1, afternoon session chapter #2, evening

session chapter #3, etc.).

3. Section

Each occupational program within each chapter shall be identified as a "section" (example- auto mechanics, welding, cosmetology, etc.).

Organizational Structure

Conducting a local club activity is the responsibility of every member. Every member must have a function to perform. A balanced organizational structure is necessary to equalize the workload as well as to pinpoint responsibility. When the students know what is expected of them, they can better use their abilities to plan and execute their own activities and , at the same time, grow in leadership ability. An effective organizational structure allows for the mixing of people and personalities, which is good human relations training.

It is a good idea to make a poster-size (or larger) organizational chart, to display it on the bulletin board, and to duplicate smaller copies of the chart so each member may have a copy. Members are less likely to shirk their responsibilities when all members are aware of everyone's assigned duties. Advisors must be careful to enforce the chain of command in all decisionmaking situations.

The national organizational structure shows the relationships of the local, state, and national organizations. It is important that every member understand just how the total organization functions. See VICA

Organizational Diagrams at Appendix B.

Intergrating VICA and Instruction

What is meant by the phrase "Integrating VICA and Instruction?" Some teachers feel that integrating VICA activities in between their instructional activities (in printing class, slotting VICA between a unit on the offset press and a unit on stripping) is best. Then there is always the teacher who says,"Look, nothing really happens Friday afternoons anyway, so I will slot VICA activities in on Friday afternoon. We will have our 5-minute VICA club meeting and that will satisfy the talk about integration of VICA activities into the instructional program."

This is not what we are talking about. We are talking about VICA being an integral part of everything that happens inside the classroom.

You may wish to secure and study the slide-tape program "Integrating VICA and Instruction" that is available from your Regional Program Consultant or Regional Program Advisor. You also may wish to purchase the set.

In-school instruction involves the organized presentation and application of knowledge, skills, and attitudes. Laboratory occupational experiences require the individual student to apply, in a simulated work setting, the knowledge, skills, and attitudes acquired through in-school instruction. VICA activities are part of in-school instruction and laboratory occupational experiences. Integrated club activities improve and tie together the existing curriculum.

VICA is specifically for Vocational Instruction Education. The activities of a chapter can be part of the learning experiences planned for any vocational class. Vocational education classes such as welding, foods, drafting, and auto mechanics can utilize VICA as a teaching tool. Any student who is enrolled in Vocational Industrial Education and meets membership requirements can be a member of a VICA club.

Job skills and procedures are often well defined and structured in the vocational programs. For example: in individual vocational courses, such skills as drawing to scale in drafting, tuning a motor in automobile mechanics, and keeping production records in a vocational printing course are taught. Although such skills are often taught at all levels in vocational education, the attitudes and values that promote employability and employment stability often are neglected parts of structured skill-oriented vocational programs. For example: learning experiences dealing with such activities as getting along with coworkers, accepting constructive criticism, or taking orders might not be as easily dealt with or integrated into skill-oriented, vocational courses. (See chart below.)

CLUB ACTIVITIES PROVIDE EXPERIENCE
THAT LEAD TO EMPLOYABLE
SKILLS AND ATTITUDES

1. Getting along with co-workers.
2. Respecting authority.

3. Accepting criticism.
4. Respecting the rights dignity of others.
5. Meeting deadlines.
6. Working with supervisors.
7. Taking directions.
8. Communicating clearly.
9. Taking initiative.
10. Being punctual.
11. Assuming responsibility.
12. _____
13. _____
14. _____

Being an Effective Advisor

The effective advisor believes in student-directed learning, is organized, and is flexible in planning. The effective advisor works to become a respected person in the community, thereby building support for VICA activities. The effective advisor blends the classroom world with the "working" world and associations, and involves students with business, professional, and community leaders. The effective advisor promotes enthusiasm. For these efforts, the effective advisor receives a lifetime of psychological rewards.

The following club/classroom activities from the teacher/advisor viewpoint,

should make being an advisor easier.

---

1. Advise and guide; do not dictate.
2. Positively assume that club activities are going to succeed. Know that club activities are strong teaching tools. Show enthusiasm.
3. Establish basic ground rules that help students to lead themselves. Hold meetings regularly and conduct meetings in a business-like manner.
4. Organize activities. Set up club files and a library of club-related materials.
5. Remember that club activities are individual and group activities and are NOT teacher activities.
6. Use students as class leaders.
7. Develop professional slide presentations about club work in classes.
8. Develop an informational packet to use with the community and other school personnel. Include such things as curriculum outlines, training plans, national headquarter promotions, calendars of work, etc.

Necessary Groundwork—Selling the VICA CLUB

Selling club activities to the department chairman, school administrators, and the community is an important first step in the organization of a club.

You may be told that there can be no clubs in the classroom and that few students join any more. Keep in mind that the VICA organization is not a club in the traditional sense. With ingenuity, a club can work in any situation in spite of rigid rules. Stress that VICA is INTEGRAL TO THE TOTAL PROGRAM AND SHOULD BE CONSIDERED A VERY IMPORTANT TEACHING TOOL IN AND OUT OF THE CLASSROOM/SHOP. Some suggestions on how to sell club-work are included below.

1. Discuss ideas. Don't spring the idea of an integrated club on people whose support will be needed.
2. Inform people about the state and national organizations by handing out and discussing promotional materials.
3. Make starting a VICA organization part of the agenda of the Craft Advisory Committee's meeting. Present your proposals to this group. Let the committee work with students to plan a program of activities.
4. Survey students on their interests in club activities. Compile and distribute results.
5. Check course outlines to see how club activities can fit in. Add these activities to lesson plans.
6. Relate the school philosophy to the national VICA Organization's goals, purposes, and program of activities.
7. Project the number of resource persons that students would contact in the community who would be up-to-date experts in certain areas.
8. Identify the club as an important public relations tool.
9. Show how club activities are important motivational projects

that promote student-directed learning.

10. If necessary, point out the benefits of club activities in relation to the relatively low cost-per-student.
11. Confer regularly with those in charge, i.e., department chairpersons, officers, and school administrators.

STUDENT ADMISSIONS CRITERIA

INTRODUCTION

Leading the individual student to successful completion of a vocational education program—in either a secondary or a post-secondary institution—should be the only major concern of a school's teaching effort. It is, therefore, of the utmost importance to direct thought, planning, and effort into identifying and selecting students with excellent potential for success in the educational program and in the industry. The school's primary task is to prepare people for full-time, entry-level positions as technicians or, in the case of those with more experience, as managers. Recruiting efforts will, of course, vary from school to school depending upon level (secondary or post-secondary), courses available, and local needs.

Students enrolled in an occupational cluster should be able to benefit from the instructional content therein with reasonable expectations for employment upon successful program completion.

In accordance with the Course Code Directory, an occupational program is offered to students at grade levels specified therein. The specific student admissions criteria required by the state and local education agencies are identified below.

SPECIFIC ADMISSIONS CRITERIA

	SECONDARY	POST-SECONDARY
Minimum age:	n/a	n/a
High School Diploma or GED Required:	no	yes
Physical Requirements:	none	none
Special Requirements:	none	none
* Minimum Basic Skills Math Level:	n/a	7.0
* Minimum Basic Skills Language Level:	n/a	4.0

*This grade level number is specified in the Curriculum Framework and is derived from a state basic skills examination.

In addition, attention should be focused on other personal qualities that, in theory, may be subject to improvement within a training program but, in reality, may prove to be serious impediments to success. Typical would be deficiencies in communications and mathematical skills. Such skills should be measured by tests and the results used as a screening guide or as a basis for providing additional program requirements.

THE STUDENT PROFILE

It is difficult to find an "ideal" student. Many will apply for a place in various training programs. The question is: How can students with the most potential for success be selected?

To attempt to draw a profile of the ideal student candidate would be

fruitless because the ideal candidate cannot be defined in a manner that would fit all localities, nor even in such a way as to fit all situations in a single locality. Nevertheless, it is appropriate for the Craft Advisory Committee and the school system to develop a profile as a basic guide, with the certain knowledge that supplying candidates at any given time will necessarily entail compromise.

Rejecting high school students requesting admission to a vocational program would probably not be permitted in any school system in the nation. Even if students could be screened, it would be difficult to determine which would be successful. In a high school program, it may be best to accept as many students as possible and let their abilities surface in the first year or two. It may then be possible to place the strongest students in a vocational "capstone" course in their senior year, either for employment upon graduation or as a necessary prelude to admission to a post-secondary program. Obviously, this is not a perfect solution; but in the real world, perfection is rare.

The community college should make a greater effort to enroll the "ideal" student. This may be done through a process of screening "all comers" or by consciously recruiting potential students with known qualifications. In either case, the school and the Craft Advisory Committee will need to draw a profile of the desirable student. The profile will contain a list of qualities, traits, and aptitudes that combine to make a potentially successful candidate. Since few of these qualities are completely missing in any one person, acceptable levels must also be determined. The qualities deserving of highest attention—mechanical aptitude, for example, or native

intelligence—are those which the educational program itself is unlikely to be able to change. Accordingly, such matters should carry considerable weight in establishing the basic profile. Other matters—deficiencies in mathematical or communications skills, for example—may lend themselves to improvement through related instruction, even though they are not parts of the training program per se. Following is a list of specific qualities the Advisory Committee and school staff should consider when establishing the student profile:

MECHANIC/TECHNICIAN—SERVICE

—Knowledge of basic tools and equipment used by mechanics/technicians

—Aptitude needed to think through and solve mechanical and technical problems;

—Ability to understand written mechanical/technical materials;

—Ability to interpret mechanical/technical drawings;

—Mechanical dexterity.

MECHANIC/TECHNICAL SERVICE MANAGEMENT

—Basic knowledge of service;

—Business skills;

—Ability to work with people;

—Communications skills;

—Leadership.

QUALIFYING AND PRETESTING

The process of qualifying a potential student for training must be an integral part of the recruiting process. Considerable amounts of time and money will be spent on students entering training. There must be some assurance that they are receptive to, and capable of benefitting from, the training that will be provided.

In the normal process of recruitment, recruiters will have some idea of the candidate's basic traits and capabilities. Whoever guides the candidate to the program will also have some knowledge of the person's interests, abilities, and experience. These perceptions should be considered by school admissions officials.

Care must be taken, however, to assure that highly favorable early-interview impressions—or negative impressions, for that matter—do not prejudice the final decision. Determination of the candidate's potential for success can be greatly aided by pre-school testing. Such tests can yield reliable clues to certain characteristics, such as mechanical aptitude, that are essential. The tests can also tell a great deal about the candidate's present knowledge and skills. These, in turn, can help determine how much and what kind of training each individual should receive.

Despite the efficacy of many tests, a caveat should be noted. Standardized testing has come under fire, in recent years, from many quarters. It has frequently been charged, for example, that some standardized tests are

culturally biased and, consequently, favor one group in society over another. Those charged with responsibility for admissions should be aware that testing, while it can often provide valuable insights, should never be the sole criterion for admissions.

COUNSELING AND GUIDANCE

Counseling is a two-fold activity. Its first use is to guide the qualified, prospective student into the program; its second is to help the enrolled student on a continuing basis throughout the program.

Entry into a program does not cause all student problems to vanish; each student will encounter new problems as the program unfolds. The counselor's job is to work with the student to help identify problems and then work toward their solution. The counselor must also constantly watch for signs of discouragement or loss of interest and attempt to determine their causes.

Much day-to-day counseling will necessarily fall to the teacher. The teacher has the most contact with the student and is often in a position to detect and correct a problem while it is small. Overlap of responsibility between teacher and counselor should be apparent. The importance of working together in this critical area cannot be overstated.

The professional counselor cannot be expected to have the expertise of the teacher. The teacher will therefore provide much of the counseling that focuses on trade knowledge and skills. The counselor, on the other hand, will focus on the student's needs for advice on related instruction and in

connection with personal growth, interests, and attitudes. In large programs, at least one counselor with deeper knowledge of the industry should be available.

STUDENT PLACEMENT

Placement will not be a factor with some students, such as those currently employed in the industry. A student from industry, even if in school by personal choice, is likely to have a good idea of where to go when the program is completed. The school placement program should, of course, be as available to these students as to anyone else.

The placement program, for the most part, will serve students who enter with little or no experience in, or contact with, the industry. Many such students will develop industry contacts during the course of instruction, particularly if a cooperative program is offered.

It is logical to center placement activity at the school. The school has an organized placement office for other occupations.

The tasks of the placement official is to fit graduating students to job openings in the community. Identifying graduating students is a simple task, but the placement official will also need to know something of each student's personal aims and interests in addition to what is on the achievement record. The placement official should develop a form that will provide this information in simple format for easy reference. The placement official, the counselor, and the teacher should assist students in the

preparation of effective resumes.

Input concerning employment openings is somewhat more difficult to organize. Such input must come from individual service establishments in the community. Each job listing should include as much detail as possible about the work involved. A standard form for this purpose will facilitate matching an applicant to a job.

The placement official should attempt to expose a given student to as many suitable job openings as possible. Conversely, employers should be exposed to as many qualified candidates as possible. The placement official should take special pains to avoid matching up an applicant and a job that are obviously not suited to each other.

The final fit of placing technicians in an appropriate job is the joint responsibility of the student and the employer. The success of this final decision will be greatly enhanced when both student and employer have numerous interview opportunities and as wide an area of choice as possible.

The role of the Craft Advisory committee in placement is two-fold:

—To work closely with the school in establishing an adequate placement function and to evaluate its performance on a continuing basis;

—To work closely with all industry establishments in the community to encourage them to use the school's placement

office; to provide adequate job information to the placement office; and to develop an effective procedure for interviewing and evaluating potential employees suggested by the school.

If the need for competent technicians is as great as claimed, and if the educational program performs in such a way as to produce qualified technicians, the failure of local service establishments to follow through with job listings and effective interviewing and hiring practices can seriously impair the ultimate success of the program. It is up to the Advisory Committee to make certain that student placement proceeds in a smooth and effective manner.

TEACHER CERTIFICATION AND QUALIFICATIONS

QUALIFICATIONS

The Teacher is qualified to teach by one of the following methods:

1. Regular or temporary Florida teacher's certificate with appropriate coverage;
2. Approval of local school board consistent with adopted school policy; or
3. Regular or temporary Florida teacher's certificate with other than appropriate coverage; has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field.

Refer to the Curriculum Framework for this program to determine the certification coverage for this program.

INSTRUCTIONAL STAFF

It is recommended that the instructional staff have technical competency and meet all state and local requirements for certification.

1. Technical Competency

   Instructor(s) sould have demonstrated technical competency and should hold current, nationally recognized certification in the laboratory areas taught. Instructors should hold current, nationally recognized certification, if awarded.

2. Instructional Certification

   Instructors should meet all state certifying requirements.

3. Technical Updating

   Faculty members should be provided technical materials required to maintain their competency. An opportunity should be provided for instructor(s) to return to industry on a regular basis for in-service and skill upgrading.

4. One or more instructor(s) in each department should hold a current American National Red Cross Standard First Aid Certificate.

5. Substitutes

   A systematic method of obtaining "substitute" or "supply" instructors should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instuctor in the occupational area and specific competencies taught.

FACILITY DESIGN CRITERIA

INTRODUCTION

Even the best instructor should not be expected to turn out competent and immediately productive graduates if they are forced to learn with out-of-date, improper, or inadequate facilities, tools, and equipment. Planning for and providing the proper facilities, tools, and equipment are difficult parts of establishing a training program, especially when space and budgetary constraints are considered. Facilities, tools, and equipment should be adequate to meet teaching objectives.

This section of the Program Guide contains guidance for setting up classroom activities as well as lab or shop facilities. Diagrams of typical classroom and shop layouts are contained in Appendix A.

REAL-LIFE FACILITIES

The training facility cannot duplicate the real-life facility in which the student will work after graduation. However, the more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies, and test equipment should conform to local industry usage. Although different facilities may utilize different makes of tools and equipment, the actual differences in operation of most equipment are usually not so great. The on-the-job training each graduate will inevitably receive will usually reconcile

differences between equipment used in the school and that in the commercial shop.

TEACHING FACILITIES

Additional facilities and equipment will be required that are peculiar to the teaching job itself. Among the more important are:

Classroom space;

Audio-Visual Equipment—motion picture, slide, filmstrip, and overhead projectors; videotape units; microfiche readers;

Special devices to demonstrate basic principles and theory;

Duplication of tools and appropriate equipment to enable several students to work individually on the same service operation;

"Live Work" area(s) or laboratory facilities.

A superior instructor could no doubt make do without much of this equipment. But the availability of state-of-the-art training devices enhances the effectiveness and efficiency of any classroom.

Efficiency means achieving instructional objectives in the shortest time possible. By reducing training time and lost motion, the "return on investment" of the facility increases, competent maintenance persons enter

the industry more quickly, and the individual student initiates a career and begins producing personal income sooner.

UPDATING FACILITIES

Facilities and equipment need updating just as curriculum, course content, and instructor capability do—and for the same reasons: technological change and improvements from year to year. Updating facilities and equipment may be more costly than updating course content—but failure to do so, at least minimally, will almost certainly impair the effectiveness of the program in a relatively short time.

DETAILED FACILITIES ANALYSIS

The advisory committee can assist the school in establishing priorities for installing facilities, tools, and equipment. Some are necessary; others are advantageous; and some can be considered nice to have, but essentially unnecessary. Careful planning and analysis of needs over several years can, however, lead to the establishment of a first-rate facility in almost any community.

FACILITIES ORGANIZATION

In planning adequate facilities, one of the more critical considerations—and one that is far too often underestimated—is providing adequate space to meet the changing needs of the instructional program. Buildings should be

designed and constructed for future expansion.

WORK STATION ARRANGEMENT

The arrangement of work stations and specialized equipment depends upon the general shape of the facilities, the number of specialized areas depends, to some extent upon the preferences of staff. However, a few fundamentals should be kept in mind:

Convenient location of entrances and exits;

Easy access to and among service benches;

TRAFFIC FLOW

The overall layout of the service facility should be planned so that the location of entrances and exists permits a logical flow of work in progress. The arrangement of benches to obtain an efficient traffic pattern is one of the most critical factors in planning a facility.

PERSONAL TOOL/EQUIPMENT STORAGE AREA

A student tool storage room or area should be provided, with adequate shelf space for tool boxes and floor space for equipment. This area should afford maximum security for student tools.

ADDITIONAL FACILITY CONSIDERATIONS

1. Training Stations

Training stations and live work areas must be available in the type and number required for the performance of the tasks outlined in the program goals and performance objectives.

2. Safety

The facilities must meet all applicable safety standards.

3. Maintenance

A regular facilities maintenance program should be used to assure facilities are suitable when required for instruction.

4. Housekeeping

The classroom, laboratory, and support area(s) should be kept clean and orderly.

5. Office Space

An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

6. Instructional Area

A classroom convenient to, but separate from, the laboratory area should be available for instruction and other non-shop activities.

7. Storage

Storage areas for tools, parts, supplies, and machines must be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

8. Support Facilities

Restrooms, clean up areas, and lockers should be provided convenient to the instructional area.

9. Ventilation

If required, an adequate fume removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

10. First Aid

A first aid station must be in place, well marked, and complete with appropriate supplies.

11. Facility Evaluation

The advisory committee should be asked to conduct an annual evaluation of the facilities to assure adequacy to meet program needs.

SUGGESTED EQUIPMENT LIST

MASONRY

QUANTITY	ITEM DESCRIPTION
2	Bench, Maple, 30 in x 60 in.
1	Saw, Circular, 7 in.
1	Saw, Masonry, 14 in. blade
1	Mixer, Cement 3 1/2 cu. ft.
1	Mixer, Mortar 3 1/2 cu. ft.
1	Trowel, Power, 34 in.
3	Barrow, Wheel Cement
2	Barrow, Wheel Brick
1	Level, Transit w/tripod
6	Hose, water, 5/8 in. x 50 ft.
21	Hardhats
1	Hammer, General Set
1	Saw, Hand Set
1	Bar, Wrecking Set
1	Ax & Hatchet Set
1	Level Set
1	Square Set
1	Drill, Wood Set
1	Rule Set
2	Scaffold Set
1	Ladder Set
2	Shovel & Pick Set
1	Drill, Wood Bit Set

1	Chisels, Masonry Set
1	Block & Bricklaying Tool Set
1	Masonry Accessories Set
1	Concrete, Finish Tool set
1	Electric Drill Set
1	Vacuum, Shop
1	Sander, Orbital (Heavy)
1	Adjustable Wrench Set
2	Pipe Wrench Set
1	Screwdriver Set
1	Drill Bit Set
1	Allen Wrench Set (Bracket)
1	Allen Wrench Set
2	Hacksaw, Frame & Blades
1	Vise, Machinists, 5"
1	Grinding Wheel Dresser
1	Soldering Set
1	Riveter, Pop
1	Hose, Air
1	Gun, Paint
1	Metal Shop Tool Set
1	Basic Tool Set
1	Box, Tool, Small
2	Cord, Extension 50 ft.
1	Hammer Drill, 3/8" Chuck
1	Cord, Extension 25 ft.

1	Vise Grip & Protractor Set
	Blades, Carborundum
	Blades, Diamond
	Block & Tackle
	Block Jointer
	Bricklayer Joiner, Rake
	Bricklayer Jointer, Round
	Bricklayer Jointer, Sled Runner
	Bricklayer Jointer, v
	Bricklayer Jointer, Weather
	Brick Sets
	Brooms
	Brushes, Acid
	Brushes, Bricklayer
	Brushes, Wire, Combination Brush & Scraper
	Buckets
	Bucking Tongs
	Bulldozer
	Cement Center Groovers
	Edgers, Cement
	Floats, Rubber
	Hoes, Mortar
	Level, Brass Bound, Wood
	Level, Contractors
	Level, Wood With Metal Trim
	Line Block

Line Chalk

Line Levels

Line, Nylon

Line Pins

Line Twigs

Mortar Boards

Mortar Box

Mortar Mixer

Notch Trowel

Plumb Bobs

Rope Manila

Rules, Brickspacing

Rules, Modular

Soap Stone

Squares, Framing

Square, Tri

Star Drills

Steel Tape, 100'

Steel Tape, 50'

Stones, Rubbing, with Handles

Tampers, Hand

Tile Markers

Tongs, Brick

Transit

Trowels, Brick

Trowels, Cement Finishing

Trowels, Plastering

Trowels, Pointed

Trowels, Power Cement Finishing

Truck

Truck Pointers, Assorted

SAFETY

The Florida State Board of Education establishes rules for the operation of public schools. Part III, Section B, Chapter 6A-2 of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Specifically, subsection 6A-2.97, which follows, contains regulations unique to Vocational classes.

S.B.E. Rule 6A-2.97: Safety devices in shops, laboratories, and other process areas

(1) Use of personal protection devices and other protective equipment is required when students and staff are exposed to the following:

(a) Arc welding, heavy gas cutting, scarfing
(b) Spot welding, brazing, or cutting
(c) Machining of any materials causing flying chips
(d) Injurious radiations, dusts, fumes, gases, vapor mists
(e) Sledging, hammering, chipping, scaling, drilling, grinding, chiseling, wire brushing, and caulking operations where flying objects or particles may strike the body
(f) Chemicals, acids, caustics, and molten metals

(2) Personal protection devices which come in contact with the skin shall be sanitized after each use.

(3) Clothing, jewelry, and personal grooming of personnel in shops and labs shall not constitute a hazard.

(4) Individual equipment power shut-off, within reach of the operator, shall be provided for all working machinery. Each individual machine shall be equipped with an approved electromagnetic starter switch.

(5) No safeguard, safety appliance, or safety device guarding a machine or machine part shall be removed or made ineffective except when the machine is stopped and for the purpose of immediate cleaning, repairing, or adjusting. Upon completion of repairing, cleaning, or adjusting, such guard, appliance, or device shall immediately be replaced. Any shop or laboratory tool or equipment found to be unsafe shall be red-tagged and removed from service until the condition is corrected.

(6) The floors in areas where machines are used shall be kept free from waste, grease, and obstructions.

(7) Welding operations shall be located in a shielded area, and

the area shall be free of combustible material and persons not wearing protective devices.

(8) Areas where toxic fumes are produced shall be properly vented to the outside.

(9) Flammable fumes or dust produced in a student-occupied facility shall be mechanically exhausted to the outside with approved explosion-proof motor-driven equipment with filters in place.

(10) Each space equipped with unprotected gas valves accessible to students shall have an approved master cut-off readily accessible to the instructor.

(11) Each shop or lab equipped with electrically powered machinery accessible to students shall have one or more conspicuously color-coded disconnect switches at convenient locations throughout the space.

(12) Kilns shall be properly shielded from combustibles, combustible surfaces, and personnel, and shall not be located in the path of or adjacent to any means of egress, or exposed to unauthorized persons.

(13) Automotive, body, and frame repair areas requiring welding and cutting shall be separated from engine overhaul and

related fuel handling activities.

(14) A tire cage shall be provided when pressurizing tires on split rims.

(15) Vehicle lifts shall be provided with a mechanical safety lock.

(16) Piping and working machinery with component parts shall be safety color-coded in accordance with ANSI Z53.1-1971.

(17) The safety color-coded chart shall be posted in a conspicuous place available to employees and students.

(18) Hazardous work and storage areas shall be identified by appropriate caution signs.

(19) All equipment designed to be permanently mounted shall be securely fastened to its supporting surface.

(20) Safety zone lines shall be used on the floor area surrounding working machinery.

(21) Fume hoods shall be provided and kept in proper operating condition. Operations where flammable gas, toxic vapors, or noxious odors are given off shall be performed in the

fume hoods.

(22) Safety equipment such as showers and floor drains, eye wash, fire blankets, and proper extinguishing equipment shall be provided, properly installed, and maintained correctly.

INSTRUCTOR RESOURCES

LEARNING RESOURCES

Support material consistent with both program goals and performance objectives should be available to staff and students.

1. Service Manuals

   Manuals with current manufacturer's service procedures and specifications. These manuals must be located where students can use them while working in the shop area.

2. Multi-Media

   Appropriate up-to-date multi-media materials such as flip charts, tape slides, motion pictures, overhead transparencies and video projection media should be decentralized, readily available wherever possible, and utilized in the training process.

3. Instructional Development Services

   The services of professional instructional development personnel should be used when available. At a minimum, equipment and supplies should be available for duplication of

printed material and overhead projector transparency development. Instructional development personnel should conduct in-service workshops and/or other training in curriculum and media development on a structured basis.

4. Periodicals

Current general and technical magazines and newspapers should be available for student and instructor use.

5. Student Materials

Necessary instructional texts or pertinent material should be available for each student to satisfy the objectives of the mode of instruction used. Where textbooks are used, specialized texts should carry a copyright date no older than 3 years, basic texts no older than 6 years.

PRINTED AND AUDIOVISUAL MATERIALS

This list contains an extensive number of organizations providing training materials. Some materials are free; for others, there is a charge. Details should be requested in writing prior to ordering.

PUBLICATIONS

1. Dalzell, Ralph J., and Gilbert Townsend, Masonry Simplified, American Technical Society, Chicago, Illinois, 1973.

2. Dalzell, Ralph J., Simplified Concrete Masonry Planning and Building, McGraw-Hill, Inc., New York, 1972.

3. DeCristoforo, R.J., Concrete and Masonry Techniques and Design, Reston Publishing Company, Reston, Virginia, 1975.

4. From Point to Point, David White Instruments, Menomonee Falls, Wisconsin.

5. "Heatilator - America's Leading Fireplace Systems" pamphlet, Vega Industries, Inc., Mt. Pleasant, Iowa, 1974.

6. Kicklighter, Clois E., Modern Masonry, The Goodheart-Willcox Company, Inc., South Holland, Illinois, 1977.

7. Kreh, R.T., Sr., Advanced Masonry Skills, Delmar Publishers, Albany, New York, 1983.

8. Kreh, R.T., Sr., Masonry Skills, Delmar Publishers, Albany, New York, 1982.

9. Kreh, Richard, Sr., Safety for Masons, Delmar Publishers, Albany, New York, 1979.

10. Owner's Guide, David White Instruments, Menomonee Falls, Wisconsin.

11. Taylor, Merlin and Harland Randolph, The Bricklayer: Brick and Block Construction, International Masonry Apprenticeship Trust, Washington, D.C., 1977.

12. White, George R., Concrete Technology, Van Nostrand Reinhold Company, New York, New York, 1977.

13. Teaching Academically Disadvantaged Students in Vocational Education Courses, DD012 BK-82, Florida State Department of Education, Vocational Division.

14. Keys to Managing Competency-Based Instruction, TE036 BK-77, Florida State Department of Education, Vocational Division.

15. Guidelines for the Review and Selection of Instructional Materials for Competency-Based Education, TE034 BK-80, Florida State Department of Education, Vocational Division.

16. Employability Skills Series, CE001 SS-81, Florida State Department of Education, Vocational Division.
(CE003, CE004, CE009, CE010, CE017, CE018, CE024, CE025, CE029, CE030, CE037, CE038)

AUDIO VISUALS

1. Berry, John R.,

"Brick and Block Hand Tools"

"Cutting Brick With Hammer and Chisel"

"Cutting Brick With Masonry Saw"

"Laying Bricks to a Line"

"Mixing Masonry Mortar With a Mixer"

"Manipulating Mortar on Heads of Bricks"

"Manipulating Mortar"

"Hanging a Line on Leads"

"Spreading Mortar on a 2 x 4 and Laying Bricks on a 2 x 4 Overhand by Sight"

"The 4" Brick Corner"

"The 4" Brick Lead"

"The Rack-Back Brick Lead"

videotapes, Ridge Vocational-Technical Center, Winter Haven, Florida, 1984.

2. Logan, Richard,

"Brick Paving"

"Masonry Step Construction"

filmstrips, Prentice-Hall Media Inc., Tarrytown, New York, 1983.

3. Kennedy, Joseph, "Jack and Roman Arches" filmstrip and tape, Prentice-Hall Media, Tarrytown, New York, 1983.

4. Richards, John J., and Blaine M. Harteg,

"Brick Veneer" filmstrip, 1983,

"Cavity Wall" filmstrip, 1983,

"Chases" filmstrip,

"Composite Wall" filmstrip, 1983,

"Intersecting Walls" filmstrip,

"Masonry Firebox Fireplaces" filmstrip, 1983,

"Pattern Bonds" filmstrip, 1983,

"Pilasters" filmstrip and tape, 1983,

"Singel Flue Chimney" filmstrip and tape, 1983,

"The Mortar Mixer" filmstrip, 1983,

"The Masonry Saw" filmstrip, 1983,

"The Corner" filmstrip, 1977,

DCA Educational Products, Warrington, Pennsylvania.

5. Richards, John J.,

"Laying Block to the Line"

"Laying Bricks to a Line"

"The Block Corner"

"The Block Pier"

"The Rack-Back Lead"

"The Straight Lead (4")"

filmstrips, DCA Educational Products, Warrington, Pennsylvania.

6. Roth, William,

"Constructing a Block Wall"

"Laying Blocks to a Line"

slide/tape series, Visual Products Division, St. Paul Minnesota, 1976.

PROFESSIONAL ORGANIZATIONS AND SUPPORT SERVICES

PROFESSIONAL ORGANIZATIONS

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional, and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

BRICK INSTITUTE OF AMERICA

STRUCTUAL CLAY PRODUCTS

BRICKLAYERS INTERNATIONAL UNION APPRENTICESHIP COMMITTEE

ASSOCIATED BUILDING CONTRACTORS (ABC)

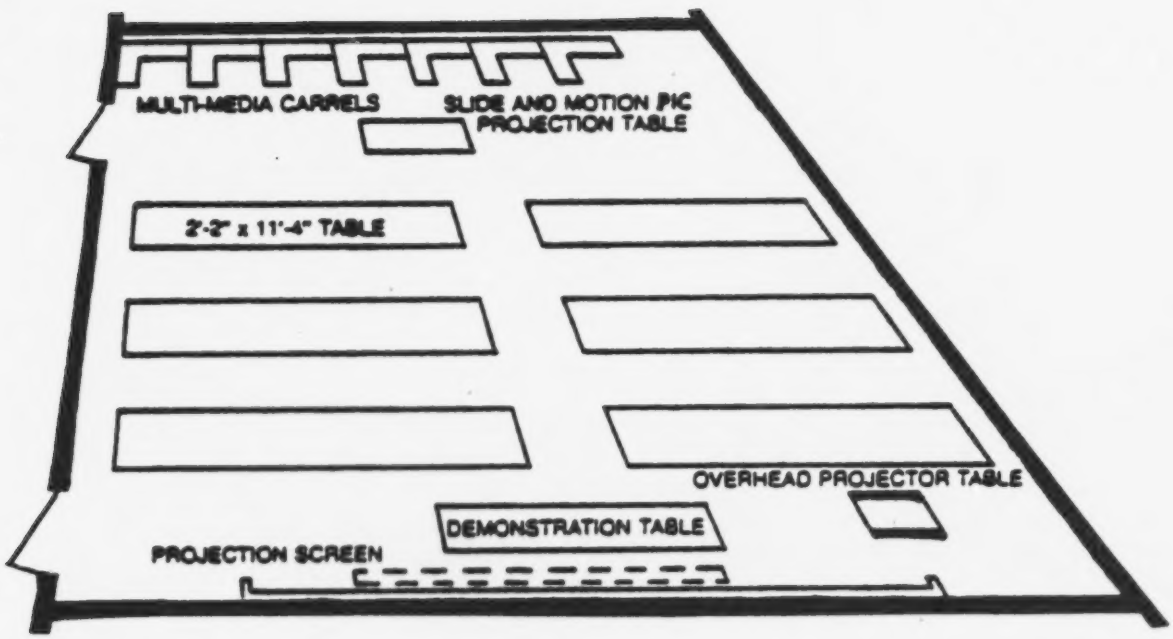
GENERAL BUILDING CONTRACTORS OF AMERICA

FLORIDA VOCATIONAL ASSOCIATION

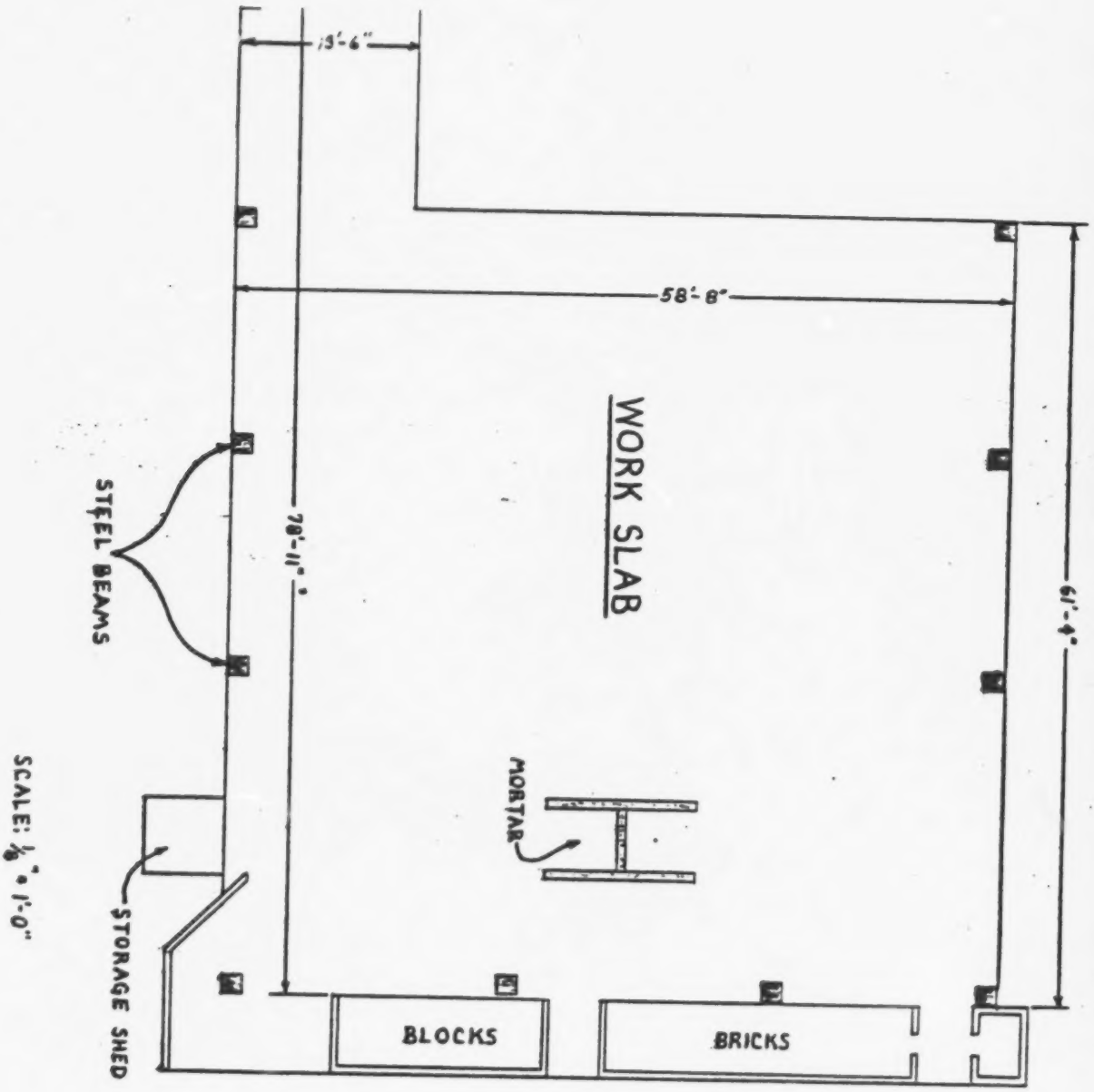
APPENDIX A

FACILITIES DIAGRAMS

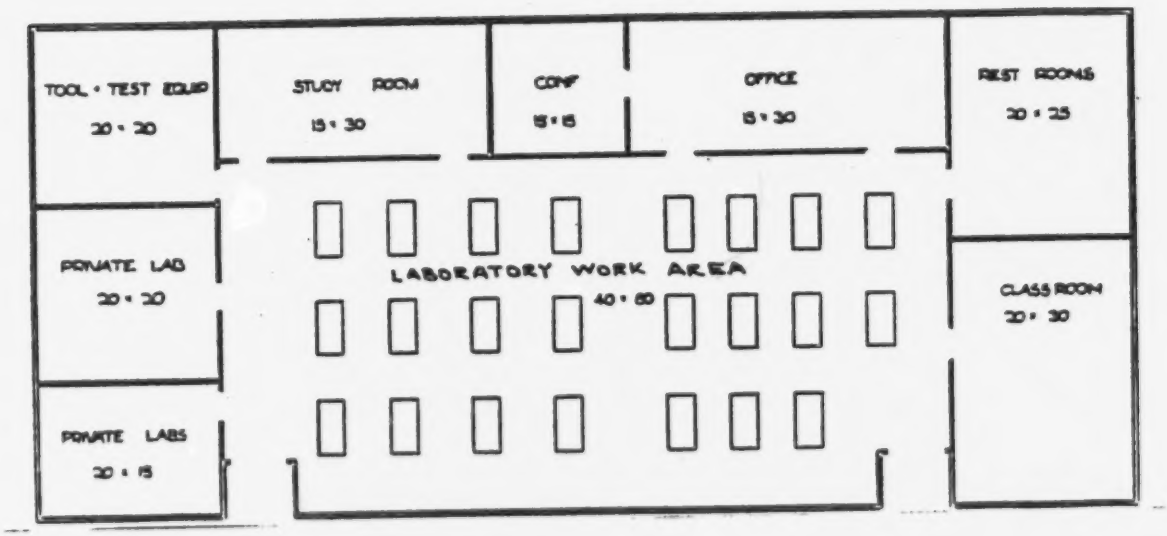
SUGGESTED LAYOUT FOR A CLASSROOM



TYPICAL LABORATORY OR CLINICAL SETTING

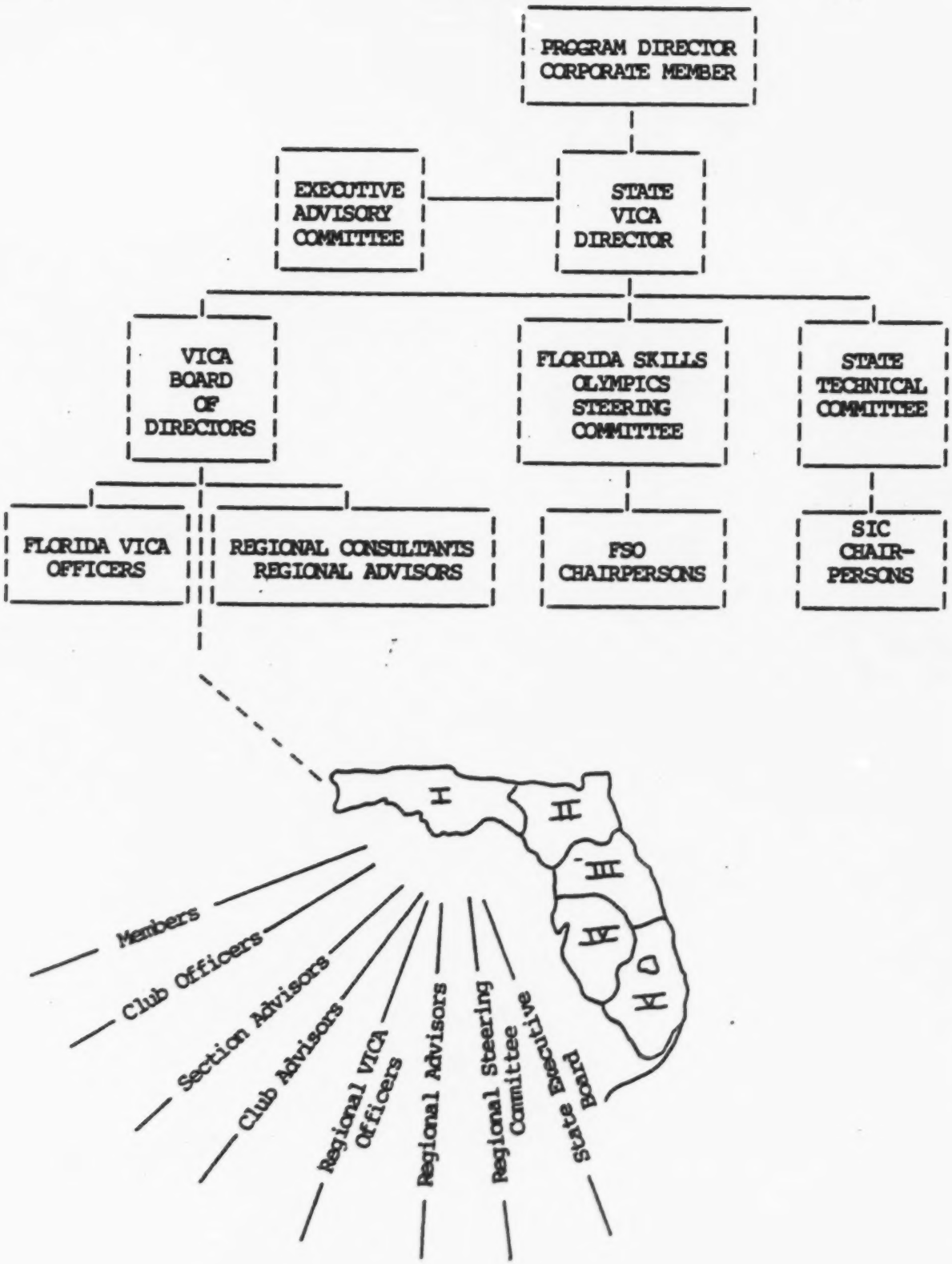


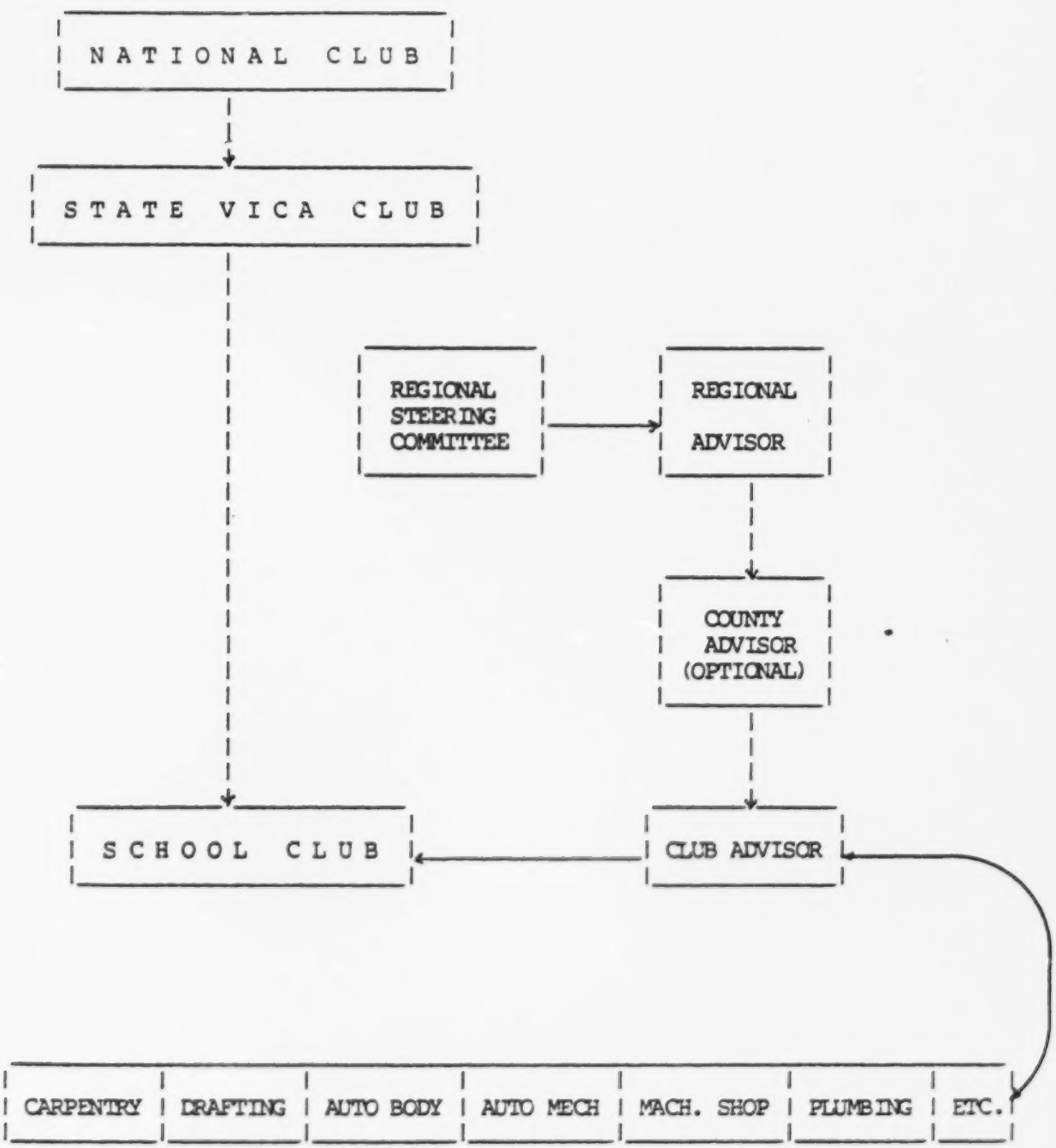
TYPICAL COMBINATION OF CLASS/LAB AREAS



APPENDIX B

VICA ORGANIZATION CHART


PROGRAM DIRECTOR
CORPORATE MEMBER
EXECUTIVE ADVISORY COMMITTEE
STATE VICA DIRECTOR
VICA BOARD OF DIRECTORS
FLORIDA SKILLS OLYMPICS STEERING COMMITTEE
STATE TECHNICAL COMMITTEE
FLORIDA VICA OFFICERS
REGIONAL CONSULTANTS REGIONAL ADVISORS
FSO CHAIRPERSONS
SIC CHAIR-PERSONS
I
II
III
IV
D
Members
Club Officers
Section Advisors
Club Advisors
Regional VICA Officers
Regional Advisors
Regional Steering Committee
State Executive Board


NATIONAL CLUB
STATE VICA CLUB
REGIONAL STEERING COMMITTEE
REGIONAL ADVISOR
COUNTY ADVISOR (OPTIONAL)
SCHOOL CLUB
CLUB ADVISOR
CARPENTRY
DRAFTING
AUTO BODY
AUTO MECH
MACH. SHOP
PLUMBING
ETC.